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The Place, Nature, and Influence of Values in Professional Decision Making

by

Donald Dale Chomyc

A dissertation

submitted to the Faculty of Graduate Studies and Research

in partial fulfillment of the requirements for the degree of

Doctor of Philosophy

in

Educational Administration

Department of Educational Policy Studies

Edmonton, Alberta

Spring 1996

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "The Place, Nature, and Influence of Values in Professional Decision Making," submitted by Donald Dale Chomyc in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Educational Administration.

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This work is dedicated to my wife,

Sylvia Anne, who taught me the

value of striving for my goals.

Abstract

This qualitative study examined the place, nature, and influence of values in a school administrator's decision-making process. A case study approach was used. The setting was a large urban school. Through interviews with staff and administrators, direct observation, reflective conversation, and document analysis, data were gathered. A review of the historical background of the school outlined the context within which the principal worked.

The study focused on the general research question, How do values influence administrative decision making? By identifying and categorizing the types of values employed, the study illustrated the complexity of values and their influence on the process of decision making. Analysis of the data, organized within the value framework, allowed for several findings to emerge.

The principal's vision and philosophy of education and schooling focused on setting and achieving personal goals in a safe, orderly, and caring environment. His decision making flowed from this simple focus, and the values inherent in the decisions that he made reflected this philosophy. The principal and the staff gave particular importance to three value types as greatly influencing the principal's decisions: basic human values, social and political values, and moral values. Of these three types of values, basic human values were found to be most influential. The study also found that, whereas the staff categorized the values that they perceived the principal using as a result of the consequences of his decision or as an end, the principal categorized the values as a means to his decisions.

The principal's values were also found to be of major importance as motivating influences. These values, particularly basic human values, indicated which activities and initiatives would be undertaken and were also the springboards to action.

Another major finding was that the principal's value set and resulting behaviors shown by these values were modeled not only by the staff, but also by the students.

This modeling had a great influence in distinguishing this school community from any other school community.

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CHAPTER 1

INTRODUCTION TO THE STUDY

This first chapter sets forth the background and purposes of the study. The problem statement is then introduced, as are the research questions, which focus the study. This is followed by an explanation of the significance of the study and with the assumptions, delimitations, and limitations relevant to the inquiry.

Background to the Study

Leadership is a most complex phenomenon. Leaders must have a multitude of skills and abilities in order to be successful. This certainly is true of educational leaders. Ostrander and Dethy (1973) stated that

> the educational leader needs more than the human and technical skills required for the management of organizations. The educator who is to become the true leader must also acquire the highest degree of conceptual skill of which he is capable. He must be able to see education in its global context. Even this is not enough. For if he allows his skills to become his master—if the means are to be perfected without his having a clear vision of the ends to be sought—he will fall far short of attaining the leadership statue which the schools need. We hold that the educator who would become a leader with vision and societal effectiveness must continually develop, evaluate, and redesign his personal value system and the philosophic posture which will guide his goal-setting and decision-making processes. (p. v)

This, then, is the orientation which underlay this study. The effort to understand how educational administrators come to their decisions involves examining the components of decision-making and problem-solving and the relation of these components to values. Leithwood and Steinback (1991) asserted that an important influence upon problem-solving is that of values. But administrators are not always willing to openly acknowledge values, and this is understandable. Hodgkinson (1978) made the point that "hesitancy about coming to grips with the value questions in administration is quite understandable. . . . The complexity alone is a disincentive,

the contemplative aspect is a deterrent to the man of action. But the problem must be faced, and explored" (p. 78).

Previous generations of educational administrators may have assumed or denied the view that acknowledges the moral complexities of the educational setting. However, there now appears to be an explicit recognition that some of the older administrative approaches are inadequate for the dynamics of educational organizations and administrative responsibilities of today. Sergiovanni and Carver (1980) described these dynamics as a "web of tension" created within the educational administrator's worklife (p. 19). Carroll (cited in McCoy, 1985) acknowledged a similar view when he said:

> managers today are at the center of a complex web of values. These values come from such external sources as religion, philosophy, culture, the law, and the professions. In addition, internal forces in an organization effect the manager's values and actions. These forces include the authority structure, loyalty, conformity, and pressure for results. (p. 93)

An increasing emphasis in the literature encourages the educational leader to include the technical and philosophic domains in their work. Schon (1983) described a shift from what he calls "technical rationality" to "reflection-in-action." He said that technical rationality is the heritage of the twentieth-century logical positivist philosophy. He observed that in administration, because the pressures to develop pragmatic strategies have been so strong, there has been an emergence of dysfunctional methods for responding to ethical demands. He stated that "increasingly we have become aware of the importance of actual practice of phenomena-complexity, uncertainty, instability, uniqueness, and value-conflict that do not fit the model of technical rationality" (p. 39).

Foster (1988) also pointed to the revolution in organizational and administrative theory that has attempted to expose the scientized, disvalued, and efficiency

characteristics of the functionalist paradigm as "representing only partial truths disguised as an entire cosmology" (p. 72). Foster said that

> the force of a paradigm shift does not lie so much in the rejection of positivistic research methodology and functionalist thought nor so much in the legitimacy of alternative perspectives, but more in the establishment of a moral context for addressing the valuative and moral dimensions of human life. (p. 74)

Other parts of the educational administration world have also experienced significant transformations and renewal. More than a decade earlier, Miklos (1978) observed that "there is no strong pressure for examining the value assumptions that underlie administrative practices and the ethical frameworks that are implicit in managerial ideologies" (p. 2).

The practice of valuative decision making appears to be a continual and perennial attribute of those assuming roles in educational leadership. Willower (1985) felt that

> a conception of values that would abet advancement of educational administration should have two main characteristics: first it should furnish broad visions of what human beings and schools might become at their best and second it should speak realistically to the problem of concrete moral choice that is such a salient feature of administrative life. (p. 15)

Erickson (1972) saw the need to "sensitize administrators to the value judgments implicit in their actions and in their decisions not to act" and proposed that the educational administrator ought to be an "affective being" (p. 4).

Values are widely acknowledged as influencing human behavior (Barnard, 1958; Begley, 1990; Evers, 1987; Greenfield, 1985; Hodgkinson, 1991), and education is by its nature a value-laden activity. The values and values systems of the decision makers in education, the administrators, have a profound effect upon education. Hodgkinson (1991) concurred; he stated that "there is a large component of value judgment in the practice of administration and that administrative action affects the quality of organizational extra-organizational life" (p. 103). Values are an important influence upon an administrator's actions. Leaders need the qualities of both vision

and virtue to sustain the confidence of their public and to proceed with personal integrity in their decision making. Drucker (1989) indicated, "We don't need charisma or programs. But we need clear goals. We need vision" (p. 112). Senge (1990) agreed with this sentiment; he stated that "a genuine vision breeds excellence and learning because people in the organization want to pursue these goals" (p. 2). Traditional, linear, value-free, and rationalistic decision-making models are unlikely to be found adequate for some issues and dilemmas confronting the educational administrator. Sergiovanni (1990) stressed the need for nonlinear thinking amongst educational leaders. He said of in-school administrators that "successful principals become surfers, skilled at riding the wave of the patterns as it unfolds. They respond to the value patterns when discrete goals are in conflict with each other" (p. 48). Sergiovanni was calling for a new theory of management, one in which administrators demonstrated "value-added leadership" (p. 48). The facts that we focus on depend on the values that we hold, and this relationship between facts and values accounts in part for our actions. It is through our values that we develop a standard of acceptable behavior. This standard reflects a fit between fact and values; we judge the facts from our values position. Values are expressed through actions and through one's judgement of the actions of others. If values are "an individual's ideas about what is right, good, or desirable" (Callahan, Fleenor, & Knudson, 1986, p. 621), then "how hard one fights depends on how much a value is threatened" (Wirt, 1990, p. 24). Rokead (1968) suggested that the more central the value, the more likely the administrator is to balk at any change.

The world of educational-administration literature with respect to the role of values in administration is changing. The work of writers such as Hodgkinson (1978), Evers (1985), Greenfield (1986), and Lakomski (1987) is evidence of this change. These writers have contributed greatly to the body of literature that addresses the significance of values in decision making. It is the belief that further

research will contribute to an even greater understanding of the role of values in educational-administrator decision making that provides the leitmotiv for this study.

Purpose of the Study

The purpose of this study was to address questions concerning the place of values in administrative decision making in an effort to improve the understanding of values, their nature, and their influence as they affect decision making. The study focused on the values component of a principal's decision making process by identifying and categorizing the types of values employed so that the values and their influence on the process could be examined in specific terms.

Further, the results of the study may be an important first step in understanding the foundation for the empirical study of values in the administration of schools. The study also contributed to an even greater understanding of principal decision-making practices.

Statement of the Problem

General Research Question

How do values influence administrative decision making?

Subsidiary Research Questions

The following questions guided the study. The first set of questions identified the place of values in decision making.

1. How does an educational administrator categorize values?
2. What relationships does an administrator perceive between values and decisions?

The next set of questions explored the nature of values.

3. What values does an administrator use in making professional decisions?

4. What importance does an administrator attach to different types of values?

The third set of questions look at how values influenced principals' decision making.

5. What is the influence of values in an administrator's decision-making process compared to other relevant influences?

6. How does an administrator respond to situations in which the district's proposed course of action conflicts with his personal values?

7. How does an administrator bring different values to bear on different types of decisions?

Significance of the Study

Who decides what goes on in the classrooms of our nation, and how do they decide? Educational leaders, from many sectors of society, commonly state their desire to be "good" stewards of the public trust, but the increasing complexity of community values makes this an extremely challenging task (Walker, 1991, p. 2). Foster (1988) stated that educational administrators "must ensure that schooling preserves and communicates the values of society and yet also be on the forefront of educational, social, and technological change" (p. 68). The concept of practical moral integrity is at the crux of an educational leader's professional agenda. Peters and Waterman (1982) pointed to the educational leader's part in this search for integrity when they suggested that the "real role of the chief executives is to manage the values of the organization" (p. 26) and that "their major decisions are shaped more by their values than by their dexterity with numbers" (p. 51). The effort to understand how educational administrators come to their decisions involves examining the components of decision making and problem solving and the relation of these components to values. Begley and Leithwood (1989) suggested that it is important to examine values in theoretical terms because "a theoretical perspective that accommodates the existence of values as influences on administrative practices at least

potentially expands our understanding of administrative actions beyond that which is possible employing the exclusively rational framework normally associated with effective schools" (p. 338).

In light of the aforementioned research, it would seem to be important that the foundation for the empirical study of values in administrative decision making be strengthened.

Operational Definitions

The following are presented as initial "operational definitions" to facilitate the communication of the material presented.

Belief(s): a particular tenet, or body of tenets, which an individual accepts as true.

Decision making: the deliberate process(es) of choosing from the content of alternative courses of action.

Doctrine: a body of principles, theories, tenets, or opinions.

Educational administrator: one who holds the professional responsibility to perform, manage, administer, and supervise executive duties in a public or private institution of learning. Because there is not always a pure distinction between the terms *administrator* and *leader*, the terms were used interchangeably for the purposes of this study, depending upon the sense implied, the way the cited author used the term, and the preferred linguistic form of the sense.

Ethics: the branch of philosophy concerned with morality and its problems and judgments.

Fact(s): something or some things which are true and have been objectively verified.

Grounds: the substantive justificatory content, criteria, orientations, and principles by which leader(s) make and/or explain their value choices.

Perceived forces: the internal and external variables that bear upon or constrain the deliberations of the educational leader.

Value: a conception by an individual of what is desirable.

Value system: a learned set of rules for making choices of that which is desired.

Assumptions

In this study, the following assumptions were made:

1. The data-collection procedures and the researcher would not introduce a bias to inquiry such that erroneous results would be reported.
2. The timing of the study would not affect the responses.
3. The respondents' perceptions of the meaning intended by the research instruments and all inquiry communication would be accurate.
4. The respondents provided data which would be characterized by their authenticity, honesty, and accuracy.
5. The methodological procedures would be appropriate for this study.
6. The research would develop a basic understanding of the decision makers and how they defined the concept of *values* in order to pursue this inquiry.

Delimitations

This study had the following delimitations:

1. One school would be involved in the case study.
2. Only personnel from the one school would be interviewed.
3. The major emphasis would be on the values inherent in the decisions made by the principal.
4. The focus of the decisions would be on the change in the programmatic direction of the school.

5. The relationship between the principal and the senior administration would be mutually supportive and mutually focused.

Limitations

The study had the following limitations:

1. External influences may have affected the responses of the participants; for example, transfers.

2. The perceptions of the participants may have affected the reality of the situation. Such data had a potential disadvantage in that they might have been influenced by the personal biases of the participants.

3. The participants were willing to be interviewed and interact with the interviewer.

4. The procedures for and outcomes of this study were limited to the perceptions of the participants and the researcher.

5. The study may have been subject to such sources of error as the Halo Effect.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

This review of the literature is designed to introduce the reader to the relevant literature in the study of the nature of values in decision making in educational administration. First, the nature and functions of values are discussed. Such a discourse is necessary in order to develop a common understanding of the term *value*. Second, an overview of values in public and business administration is described. This section reviews the research on values in areas other than educational administration. The third section gives a historical perspective of values in administration. Fourth, a variety of value frameworks specific to educational administration is discussed. Finally, the current research on values as they relate to the decision-making process of educational administrators is discussed.

Nature and Functions of Values

Hodgkinson (1978) stated that

> facts, no matter how difficult they may be to define, refer to propositions which are ostensible, publicly verifiable, and in some ways possessing the quality of being true. It is this last attribute, the quality of truth, which most clearly distinguishes values from facts for value can be true or false. Values are facts of a kind. They are concepts. They are subjective. They occur only in the head. They can be defined in a preliminary way as concepts of the desirable with motivating force. (p. 105)

In attempting to understand the nature and function of values, Hodgkinson focused on the dualism between these two terms, fact and value. For him, the subjective terms of value were "good" and "bad," "right" and "wrong." These concepts are of a special concern to administrators. For, as Hodgkinson (1978) said, "there is a large component of value judgment in the practice of administration and

that administrative action affects the quality of organizational and extra-organizational life" (p. 103).

According to Kluckhohn (1951), "a value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences selection from available modes, means and ends of action" (p. 395). Rokeach (1973) suggested that a person's value system is a learned set of rules of making choices (p. 14).

Ostrander and Dethy (1973) saw values as representing a choice. Because individuals have needs (Maslow, 1954), the choice as to which needs are satisfied then becomes a function of values. According to Ostrander and Dethy (1973), values become functions of the individual, of the environment, and of time (pp. 6-7).

Lakomski (1987) identified three broad tendencies of values in her discussion of understanding values:

> 1. Values are of a kind; they are treated as a homogeneous group, and can be discussed abstractly.
> 2. Questions about values can be reduced to questions of ethics and morality.
> 3. Subjectivist ethical theories become involved in the values question. (pp. 72-73)

The presence of values in human actions is "invisible and often inarticulable. . . . At the same time, it must be acknowledged that neither administrative actions nor the study of them can be considered to be value-free" (Raun, 1992, p. 3).

This discourse was necessary in order to have a common understanding of the term *value* and to show some of the various views of the nature of values.

Values in Public and Business Administration

The activity, and values inherent therein, of administrators pervade any organization. Litchfield (1956) stated that "administration and administrative processes occur in substantially the same generalized form in industrial, commercial,

educational, military, and hospital organizations." Barnard (1956) supported this concept when he asserted that "administration is a generalism" (p. xxvii). Hodgkinson (1978) proposed that not only is administration an inclusive term, but administrators may also be viewed as generalists. He noted that administration is a generalized form of activity which is

> directed across the adjectival subsets of administration: Educational administration, hospital administration, public and business administration to administration-in-general, that general form of human behavior which defines and achieves ends through organizations. It follows, too, that at the more general levels of administration practitioners pass with relative ease from one general setting to another. (p. 7)

The disciplines of public and business administration have been active in their attention to values over the last several decades. According to Sergiovanni (1990), "the key to success which is common to executives is the leader's commitment to a value" (p. 11). Thus, valuable insights are available from the research on administrators' values other than in educational contexts. Hambrick and Brandon (1988) have developed a model to show the link between an administrator's values and their actions. "Values influence what is perceived, how perceptions are interpreted, and the resulting decisions or actions. Values operate in complex interaction with decision-making processes: [Administrators] have values about the roles of their values in decision-making" (p. 17).

It appears then that the decision-making and problem-solving activity of administrators is related to their perceptions of the activity. What the administrators choose to perceive, and how they interpret these perceptions, are the function of their values and value systems (Hambrick & Brandon, 1988; Starbuck & Milliken, 1988). This explains why the same or similar problems are dealt with in a variety of ways, depending upon the administrator; different administrators propose different solutions, depending upon their perceptions, interpretations, and overriding values.

In this study of the role of values in the decision-making process of business administrators, Hambrick and Brandon (1988) distinguished between four types of values that administrators identified: personal values, social values, instrumental values, and terminal values. They also found that administrators tend to rank values relative to their perceptions of contextual demands. This finding would fit well with Kluckhohn (1951), who, three decades earlier, stated that "a value choice is more often then not made in terms of psychologically felt compatibility, rather than by a primary rational evaluation or probable consequence" (p. 430). It would appear then that administrators have developed well-established patterns of perceiving and relatively well-entrenched value sets. "Their extended exposure to value-shaping stimuli; their self-selection into settings compatible with their values, and the reinforcement they have received through their success, all give rise to a well-defined value profile" (Hambrick & Brandon, 1988, p. 16).

Administrators are expected to make decisions that reflect the values, expectations, and goals of their organizations. Although it is possible that the administrator's personal values match perfectly with the organization's values, it is more probable that conflicts will exist between these two sets of values, and the potential for the personal values influencing the decisions is strong. Hodgkinson (1978) suggested that the administrator's problem has two determining parameters: "the metavaluational impress of his organization and the multivalent dynamics of his personal philosophical and motivational drives" (p. xi). More serious complications could arise if the administrator's personal values remain unacknowledged until they come into direct conflict with the values and demands of an organization.

More recent research has focused on the effect of values on various aspects of the decision-making processes of educational administrators (Ashbaugh & Kasten, 1984; Harris, 1969; Hodgkinson, 1988). Their findings indicated that once a problem has been defined, some administrative decisions are made on the basis of preference

(as per Hodgkinson's values hierarchy, 1991), whereas other decisions may involve higher levels of analysis or the collaboration and advice of others. Values do not remain constant over time, and the value basis used for decision making may vary as the administrator's knowledge base increases or as his values change. "Values are functions of time. The individual grows in his value choices in accordance with his maturation" (Ostrander & Dethy, 1973, p. 7). From this discourse, it becomes apparent "that there is a large component of value judgement in the practice of administration and that administrative action affects the quality of organizational and extraorganizational life" (Hodgkinson, 1978, p. 103).

Historical Perspective of Values in Administration

In his historical synopsis of the social sciences, Warwick (1980) highlighted several eras which dealt with the value domain. He suggested that "from the 1930s through the 1950s the positivist mode of thought became even more deeply entrenched in the disciplines of sociology and psychology" (p. 27). The focus supporting this concept was logical positivism. Developed by the Vienna Circle, the main tenet of logical positivism was that the truth of statements of fact must be established by observation; statements not based on observable data were considered meaningless. By the 1960s, values again began to appear in the research. This revival was brought about by negative circumstances and "the leitmotiv of most of the discussion was ethical abuses" (p. 32). According to Warwick, the return to values from value neutrality came most powerfully from the student movement of the 1960s.

The disciplines of public and business administration have been concerned with values to greater and lesser extents over the last few decades. Bremer, Logan, and Wokutch (1987) used the metaphor of waves to provide a framework in which to discuss the various influences of values approach.

The first wave may be described as the scientific management school. This first wave was "extremely pragmatic and issue-oriented" (Bremer et al., 1987, p. 62). Some writers of this era (pre 1950) believed that "the public good will best be served when each individual promotes to the limit his self-interest" (Paul, 1987, p. 7). Paul further stated that the training of administrators concentrated upon "impue[ing] graduates with the moral qualities that would enable them to be responsible citizens" (p. 8). In terms of training, "technical skills came to be more emphasized in the business schools, both in scientific management and in the developing specialty of human relations" (p. 8). Barnard (1958) was well aware of this trend, and he suggested that the administrators' responsibility include the capacity for both the technical attainments and the moral complexities (pp. 272-284).

The second wave, which occurred during the 1950s and 1960s, revolved around the issues of politics, religion, and corporate rule. Many writers began to use the terms *business ethics* and *corporate responsibility* interchangeably. The literature pointed to "the necessity for the individual to integrate personal values and managerial action for social responsibility" (Paul, 1987, p. 8).

During the 1970s, after the Watergate scandal, there was a resurgence of interest in values and ethics (Bremer et al., 1987). This was a reaction to the bad press imputed to leaders and the perceived unethical practices of big business, and marked the third wave. Paul (1987) suggested that courses in administration which were "eclectic and strongly derivative from business law" (p. 10) were now more descriptive and care-oriented. It would appear that much time during this wave was devoted to developing good public relations and having more courses deal with ethics and values.

Much more attention was given to values in administration during the fourth wave, the 1980s. Foster (1986) observed that public administration in the 1980s experienced a change which resulted in a "new public administration" (p. 23).

Administration was more concerned with justice and equity than with efficiency and economy. This shift was also noted by Paul (1987), who observed that courses in administration evolved from the management-oriented approach "into model building and empirical testing" (p. 10). As the fourth wave concluded, Denhardt (1988) called for the development of a "framework for administrative ethics" (p. 3).

Into the 1990s, we begin the fifth wave, the current status of values in educational administration. Although the writings of Hodgkinson and Greenfield are central to the role of values in educational administration, there has been an opposing view. Bridges (1982) has said that there is "no compelling evidence to suggest that a major theoretical issue or practical problem relating to school administrators has been resolved by those toiling in the intellectual vineyards since 1967" (p. 25). Bailin and Young (1989) suggested that the growing technical orientation in education has stifled any significant progress in the values-orientation of the field (p. 1). Willower (1987) agreed; in his view, "formal academic treatments of ethics and values have had little influence" (p. 19).

There are currently many scholars who include the values domain in educational administration. Sergiovanni (1990) stated that "educational leadership relies on values" (p. 10). He then added that "the behavior of successful leaders is often driven by a deep commitment to ideas and ideals they believe to be important" (p. 10). In their book *The Ethics of School Administration*, Strike, Haller, and Soltis (1988) stated as their intention "to teach some central concepts of professional ethics to practitioners" (p. ix). They wish "to persuade [the reader] that objective ethical reasoning is both possible and important for educational administrators" (p. 2). Evers (1987) edited a book entitled *Moral Theory for Educative Leadership*, which contended that educational leaders should be appraised regarding their moral standing. In the preface of the book he stated:

> Administrative practice in education is often seen to be driven by non-educational criteria, such as those manifest in bureaucratic rationality, in political expediency and in calls for economic constraint. While it would be naive to expect that these criteria will be displaced quickly in the realities of practice, we set out to explore ways and means of rekindling a concern for values in the administration of education. We saw it as a philosophical and practical task. (p. ix)

Kimbrough (1985) also wrote about the importance and scope of values in educational administration. In the foreword to this book he stated that the book wished to "provide additional guidelines for administrators who are faced with making some tough decisions that do not always have rules providing easy answers" (p. i). In his book, which consisted of selected papers from a conference, Rizui (1985) stated that the goal of the book was "concerned with reasserting the importance of values, particularly ethical values, in the study of educational administration" (p. 1). The aim of the conference, according to Rizui, was "to explore philosophical problems concerning the nature and justification of values from the standpoint of educational administrators, and to re-examine the ways in which values, particularly ethical values, enter into the processes of policy development and analysis" (p. 3).

Immegart and Burroughs (1970) developed a model to explain the nature and range of values which may affect dilemmas in education. They identified five distinct classes of values which could affect the decisions of leaders: societal, personal, professional, organizational, and means (p. 95). In 1988 Immegart redefined the model to include the concepts of ethics and cultures, as well as values, as factors which constrain the administrator in making decisions (p. 274).

Hodgkinson (1983) developed a taxonomy of values related to the administrator (Figure 1). He said that Type I values "are transitional; they go beyond reason. They imply an act of faith or intent or will as it is manifested in the acceptance of a principle" (p. 39). He called Type III values "preferences" and described them as "objects or actions liked or preferred by a subject (p. 38). He saw Type II values as

Value type	Grounds of value	Psychological faculty	Philosphical orientations	Value level	
					Right
I	Principles	conation willing	religion existentialism intuition	I	
IIA	Consequence	cognition reason	utilitarianism pragmatism	II	
IIB	Consensus	thinking	democratic liberalism		
III	Preference	affect emotion feeling	behaviorism positivism hedonism	III	
					Good

Figure 1. Value paradigm (Hodgkinson, 1983).

a result of consensus, or "group-think," or as a value based as a consequence of an action (p. 38).

Macpherson (1985) did a content analysis of the topics covered by the *Journal of Educational Administration* from 1964 to 1983 in terms of values content. He found that 21 of the 327 articles "used philosophical tools to consider questions of value" (p. 15). He concluded that "in the 21 articles there is a consistent propensity to treat values without paying attention to the epistemological form, their aniological properties or to deal with ethical contradictions implicit in particular administrative assumptions" (p. 20). Ashbaugh and Kasten (1984) agreed with Macpherson. They examined 347 articles in *Educational Administration Quarterly* from 1965 to 1984 and found that less than 7% of these articles related to values issues in educational administration (p. 195).

The literature in educational administration regarding values has ranged widely. On the one hand, we have those who agree with Riffel (1986) that "the study of educational administration is properly guided by an interest in formal, verifiable hypotheses derived from theory; and a view of theory which is detached from

personal commitment, objectified, highly rationalized, and restricted in scope" (p. 156). On the other hand, we have those who agree with Strike (1982), who complained that "the empiricist and positivist program that underlies the theory of modern pedagogy undermines any humanistic and rational effort. . . . The empiricist and positivistic theories of administration fail to question the structure of administration and its relation to liberal and democratic values" (pp. 22-23). Willower (1987) went further; he said that

> values are central to educational administration in the sense that administrators make choices amongst competing values and consider the desirability of alternative courses of action on a daily basis. They are also central because schools are organizations that reflect and inculcate community values. (p. 17)

Rizui (1985) summed up the debate very well as he concluded that

> there clearly remains a great deal of confusion over the problem concerning the role of values in educational administration. . . . We want an educational administration which is both ethically informed and which has something approximating a tolerable rigor and responsibility to empirical constraints. (p. 3)

From Barnard (1958) to Marshall (1992), there has been an increasing emphasis on the relationship of values to the study of educational administration. Whereas many writers and scholars have conceived values to be an integral aspect of current educational and administrative practice, many are still unconvinced. Although the historic role of values in administration has been relatively short in terms of time, the concept of values has garnered a very solid foothold.

The Values Framework

In addition to the many books and articles written regarding the status and role of values, there are also several values frameworks which have been developed specifically for the educational-administration context. Literature on the topic of values indicates the existence of discrete categories or types of values (Beck, 1984; Hodgkinson, 1978; Immegart & Burroughs, 1970). A categorical organization of

values allows for the investigation of preference for some value types over others. This preference may explain the variation between individuals' actions. For example, in the same circumstance different principals may make different decisions; the "differences may be accounted for by the relative importance each attaches to particular values and the value types within the value-domain" (Campbell-Evans, 1990, p. 168). Immegart and Burroughs developed a screen to represent the nature of value consideration which might influence educational decisions (Figure 2).

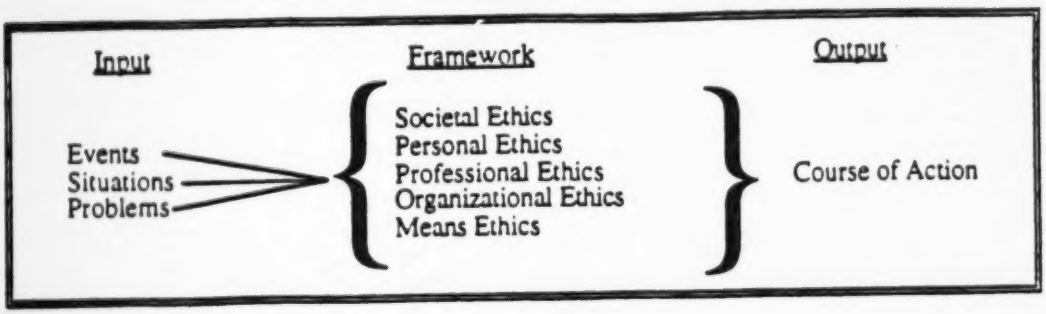

Figure 2. The educational administrator's screen (Immegart & Burroughs, 1970, p. 61).

The events, situations, or problems were viewed as factors which required a course of action by the administrator. As each input passed through the framework, it affected the course of action. Immegart and Burroughs referred to the framework as follows:

> societal ethics refer to the standards which are intended to govern the behavior of members of the particular society. Personal ethics are unique personal standards which guide a particular individual's behavior. Professional ethics are job related, applying to a given occupation. Organizational ethics refer to organizational standards that control an individual. And means ethics refer to ethically correct behavior that conforms to a rational means-ends relationship. (p. 61).

Twenty years later, Immegart (1988, p. 274) reformed the model and developed a new model which includes the concepts of values, ethics, and culture as having a direct influence upon administration (Figure 3).

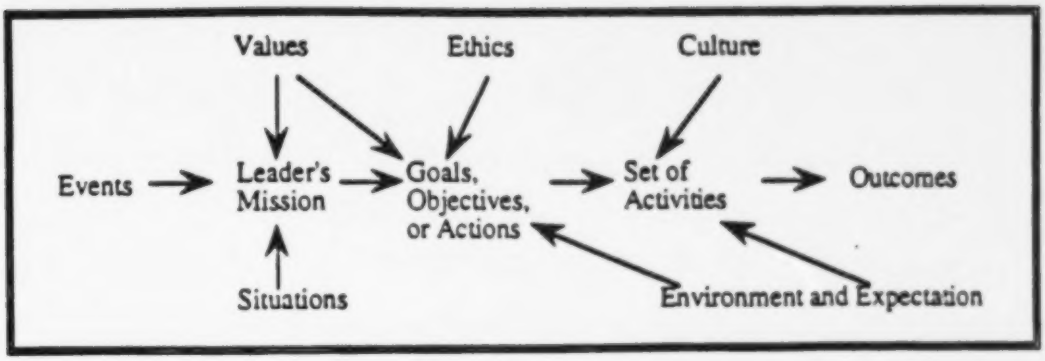

Figure 3. Model of leadership (Immegart, 1988, p. 274).

Immegart's model is much like those proposed by Getzel and Guba during the 1950s and 1960s. This model acknowledges the variables which influence the leader by identifying the external constraints and internal demands.

Macpherson (1985) developed a model which takes into account the competing values operating in an educational setting which provided the grounds for moral judgement (Figure 4).

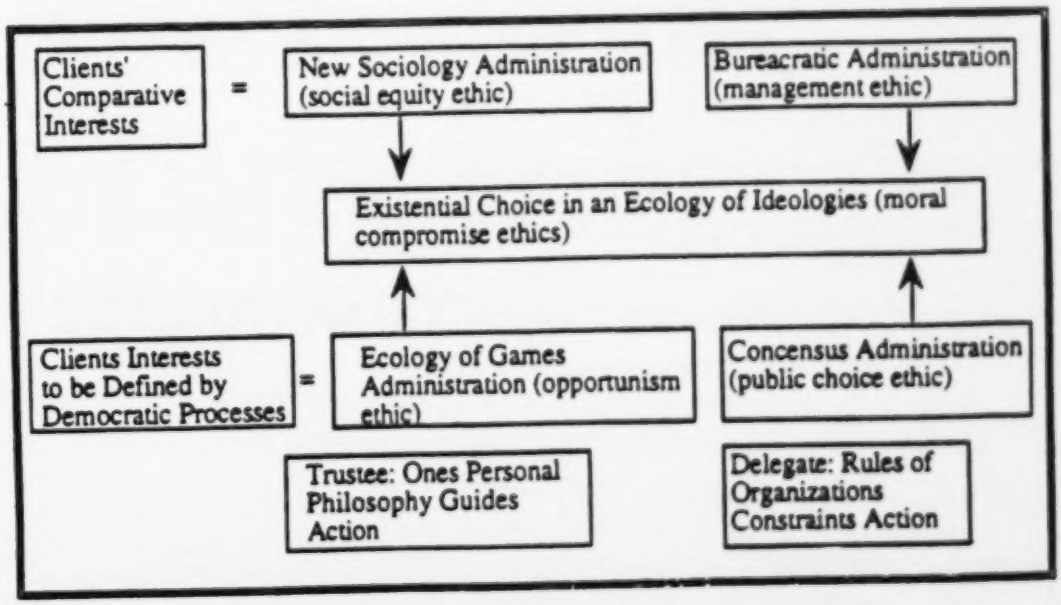
Clients' Comparative Interests
=
New Sociology Administration (social equity ethic)
Bureacratic Administration (management ethic)
Existential Choice in an Ecology of Ideologies (moral compromise ethics)
Clients Interests to be Defined by Democratic Processes
=
Ecology of Games Administration (opportunism ethic)
Concensus Administration (public choice ethic)
Trustee: Ones Personal Philosophy Guides Action
Delegate: Rules of Organizations Constraints Action

Figure 4. Sources of moral judgement (Macpherson, 1985).

In this model, the value positions are delineated in relationship to the perceived organizational constraints and the client interests. This model suggests a competing values approach to decision making.

Hodgkinson (1978) proposed a model which has four categories of values (Figure 5):

Type 1.	Transitional values which are grounded in principle;
Type 2a.	Rational values based on an individuals' assessment of consequences, determined by what is perceived as right;
Type 2b.	Rational values based on an individual's assessment of consensus, determined by what is perceived as right;
Type 3.	Subrational values which are related to personal preference, or what is perceived as good.

Figure 5. Hierarchy of values (Hodgkinson, 1978).

Type 3 values represent what an individual perceives as "good." These values are grounded in emotion, or the affective domain, and are considered to be self-justifying and relatively primitive. Type 2 values are of two kinds—consensus, which attributes "rightness" to the majority; or consequences, which attributes "rightness" to a desirable future state of affairs in terms of probable consequences. Type 1 values, those of principle, are the most superior and most desirable of values.

Beck (1984) also developed a framework of values (Figure 6). However, his categories of values assumed a common set of universal values among which priorities and/or emphasis may shift over time and/or because of circumstances. Beck identified five categories of values. The first category was the basic human values such as survival, health, happiness, and knowledge. Although some of these values are means to other values, Beck contended that this category is mainly ends oriented. The other categories of values include moral values (such as courage, honesty, responsibility), social and political values (such as tolerance, loyalty), intermediate

values (such as entertainment, fitness), and specific values (such as a car, a degree, a house). According to Beck, values can be either a means or an end, and none are absolute.

Basic Human Values:
survival, happiness, companionship, friendship, helping others (to an extent), participation in community, self-respect, respect from others, knowledge freedom, a sense of meaning in life, etc.

Moral Values:
carefulness, responsibility, courage, self-control, reliability, truthfulness, honesty, politeness, fairness, unselfishness, etc.

Social and Political Values:
peace, justice, due process, tolerance, participation, cooperation, sharing, loyalty, solidarity, citizenship, respectability, etc.

Intermediate-Range Values:
food, shelter, entertainment, relaxation, fitness, good family relationships, ability to read, write and calculate, meaningful employment, financial, security, etc.

Special Values:
a car, a telephone, a particular neighborhood, a particular friendship, a high school diploma, a good TV, a particular sport, a particular political party, a particular job, etc.

Figure 6. Framework of value types (Beck, 1984, p. 2).

Beck (1984) suggested that we deal with value issues only with reference to the "large questions" of life. He stated: "We cannot resolve or even come close to grips with value issues without bringing to bear perspectives of this kind" (p. 11). The "large questions" that Beck spoke about could be likened to the organizational context of school. Each individual decision and action must be made in relation to the larger context of school life and school goals. Priorities and emphasis may change and shift over time. It becomes most important, therefore, to focus on the interplay of values, decision making, and principals within the framework of the organizing structure.

The value component of principals' decision making must be explored within the context of schools.

Based on the work of Hodgkinson and Beck, Leithwood and his colleagues (Begley, 1990; Begley & Leithwood, 1989; Campbell-Evans, 1988; Leithwood & Steinbach, 1989) developed another framework to classify values relevant to educational administrators. This new system was comprised of four categories of values (Figure 7).

1. Basic Human Values: Freedom, happiness, knowledge, respect for others.
2. General Moral Values: Justice, fairness, courage.
3. Professional Values: General responsibility as educator, specific role responsibility, consequences for immediate clients (students, parents and staff), consequences for others (community, society)
4. Social and Political Values: Participation, sharing, loyalty, commitment.

Figure 7. Values relevant to educational administrators (Begley & Leithwood, 1989).

Although not comprehensive, the frameworks which have been represented do provide a sampling of the concern for values in educational administration. Current educational-administration writers seem to be expressing an increasing interest in values in their field, which speaks to the inherent role of values in educational administration.

Current Studies

Educational administrators work in an environment where value conflicts are confronted nearly every day. And yet, we know very little about administrators' values. Literature in educational administration provides scant information about the common value to which an administrator can appeal. As previously mentioned, Ashbaugh and Kasten (1984) examined 347 articles in 60 issues of *Educational*

Administration Quarterly dating back to 1965 and found that "fewer than seven percent of the articles were identified as related to ethical issues in administration" (p. 195). However, some research has occurred which has investigated the concept of values and its relationship to educational administration.

Ashbaugh and Kasten (1984) conducted a study to investigate the value orientations of practicing administrators. They felt that because administration is the process of making decisions (Barnard, 1938; Hodgkinson, 1978), and because decision making involves values, examining administrative decisions would yield data regarding the value orientation of those making the decisions. Nineteen principals from seven urban and suburban districts were interviewed. Principals were selected from nominations as being experienced, articulate, and reflective about their work. Principals were asked to select from their experience two or three of the most difficult administrative decisions they had made. In follow-up interviews, questions were asked to clarify the personal convictions for the decision. The personal convictions were classified by developing a typology of values. The value statements made by principals showed that personalistic and organizational values predominated, and few responses indicated transcendent values. Organizational values appeared to exist on a continuum from highly nomothetic to idiographic. The personalistic values were solely idiographic. Transcendent values are grounded in principles, are idiographic, and go "beyond the nomothetic to the most human" (Hodgkinson, 1978, p. 179). The researchers found that the source of transcendent values for principals included family and religious teachings, role models, and personal experiences all blending together. The philosophy of the district—expressed in policy, mission, norms—was very influential in their values. Organization metavalues appear to have a long-term impact on a principal's values.

Catherine Marshall (1992) investigated the sources and direction of the values that guide principles in dilemma-laden situations. She studied atypical

administrators—atypical in the sense that they were females or minorities or "risk-taking" white males. The findings were most interesting. When asked to clarify what guided them when they faced ethical dilemmas in their work, "they never referred to a professional code of ethics or professional training. . . . Most of the dilemmas described had become dilemmas because there was no clear and sensible guidance from policy or professional code" (p. 376).

These principals viewed themselves as ethical administrators and moral humans. The prime source of their values appeared to come from an intertwining of religion and family upbringing. The second most prevalent source of values was family background and personal values. The core values of the principals was revealed during data analysis. These values ranged from caring about people, being a catalyst, supporting team leadership, being fair, caring, and being open to respecting each individual and his/her community. Marshall summed up her research by concluding that the values of administrators "show a pattern of caring, sharing, high empathy for teachers fairness, and healthy respect for parents, the strongest value that emerged is concern for the individual student" (p. 381).

Moorhead and Nediger (1991) analyzed the influence of values on the activities and decision of principals. Their findings indicated that each principal administered his/her school according to personal values, and each had different concerns at the heart of his/her value systems. The data analysis also suggested that it does not matter which values are emphasized as long as they do not violate the values of that society, "as long as there is a fit between the principal's values and those of the community and school system" (p. 17). All principals met with success in their tasks. All principals were judged highly effective by their colleagues even though some of their values were contradictory. As Moorhead and Nediger (1991) stated, "the particular value set is evidently not as important as the fact that all four principals met

the minimum requirements to be a member of a particular society, and the principal's values were a subset of those held by that society" (p. 17).

Four different analyses were used by Campbell-Evans (1991) in research to determine the dominant value types and the importance principals attached to each type. Using Beck's (1984) framework, which identifies five types of values, Campbell-Evans interviewed eight principals in terms of "decision influences, actions, choices, and restrictions" (p. 170). Data analysis revealed that values in the social and political category and in the basic human value category dominated the decisions made by principals. The two most frequent values of principals were sharing and participation in decision making. The results from this study were very similar to the results presented by Begley (1988) in his study which explored the influence of principal's values on the implementation of new technology.

Few studies have explored the place of values in the superintendent's role. Using hypothetical conflict situations as a methodological basis, Ashbaugh and Kasten (1986) identified four values superintendents held; using a different methodological basis, Tannaccone (1981) identified two fundamental values held by superintendents. In a 1991 study, Ashbaugh and Kasten investigated the commonalties in the values of individual superintendents and "the degree to which superintendents are conscious of their personal values and articulate about the value bases for their decisions and actions" (p. 56). The findings indicated that superintendents valued "the possession and exercise of human skills over either technical or conceptual skills" (p. 62). The most frequently listed value was honesty, followed by empathy, loyalty, and friendliness. The superintendents appeared to be very aware of their personal values and "seemed reluctant to blame external factors for their inabilities to accomplish what they desired" (p. 63). This would support the general feeling that superintendents feel competent and very self-assured in their role as educational leaders.

Knowledge of the role of values in the behavior of educational administrators, be they principals or superintendents, is still sketchy. Although there is no clear direction for the role of values, existing current research has increased the awareness of the importance of values for administrators. The research indicates the great influence that values have upon issues for administrators.

Summary

Two decades ago Malcolm Skilbeck (1972) wrote, "If values are seldom discussed and consciously reflected upon, it should not be surprising that administrative decisions are frequently naive in their value assumptions" (p. 134). Since the time that Skilbeck wrote this, the landscape of literature dealing with values in educational administration has been changing. From a landscape which was traditionally sparse in its treatment of the influence of values in administration, it has evolved to where there is a small, but strong, growth of literature dealing with values appearing on the landscape. Primarily through the work of Hodgkinson (1978) and Greenfield (1986), value-laden writings and research have gained a foothold. As suggested by Begley and Leithwood (1990), "a theoretical perspective that accommodates the existence of values as influences on administrative practice at least potentially expands our understanding of administrative actions beyond that which is possible employing the exclusively rational frameworks normally associated with effective schools" (p. 338). This is the first step for the study of values in educational administration.

Current research has indicated several areas of concern and of direction. Clearly, administrators use value systems and theoretical basis as they engage in decision making. It would then seem that their professional preparation and professional support systems include experiences that assist them in articulating values and becoming aware of their own and others' values. Values are part of

organizations and leadership is value laden. "Professional preparation, support, and reward systems that incorporate values and treat conflict and dilemmas as surfaced, legitimate events" support the development of a knowledge base grounded in reality (Marshall, 1992, p. 382).

Basic human values were prominent in much of the research on administrators. If the values in this category are indeed more absolute than instrumental, then they must represent the goals of administrators. Helping administrators to state their goals clearly and to understand the value-relatedness of these goals and their effect upon staff and students may well contribute to improved student outcomes and staff satisfaction.

The most relevant values to the problem-solving process for administrators were role responsibility, knowledge, participation, respect for others, and consequences for the district. Begley and Leithwood's (1989) study highlighted the role of knowledge in decision making. Holding the values of participation and sharing seemed especially important to "expert problem-solving administrators" (Leithwood & Steinbach, 1990). The values of participation and respect for others suggest that by holding a set of values which honors the values of others, administrators could be true to their own values and at the same time be true to the organization's values. Although participation and consequences are rated lower in Hodgkinson's (1978) hierarchy of values, they overcome the "bounded rationality" of individual problem solving. These day-to-day problems provide administrators the opportunity to develop relevant values, and "the value system of the educational leader will serve as the polestar for the determination of his goals and objectives" (Ostrander & Dethy, 1973, p. 83).

In the words of former U.S. Commissioner of Education, Francis Keppel (1966), "the basis of education is a general consciousness of the values which govern human life. Leadership's task is to state these values and to interpret them" (p. 163).

CHAPTER 3

RESEARCH DESIGN

Introduction

The purpose of this chapter is to describe the research methodology used for the study. Because the prime purpose of this research was to determine the place, nature, and influence of values in an educational administrator's decision-making process, the social interactions reported provided an opportunity to gain an understanding of a principal's interpretations of the principal's world. The significant values, symbols, and principles that were part of the thinking and interpretation of this social process entered the research. The interpretation of this process formed the core of the study. In this chapter, the design of the research, the research questions, and the methodology are described with the specific procedures for data collection, analysis, and reporting.

The description of the methodology is intentionally detailed in order to add credibility to the research. Stainback and Stainback (1988) have stated that

> there is a tendency among many qualitative researchers to gloss over the specifics of their methodology. When we read these studies, we have no way of knowing whether the findings come from cultural knowledge, prior theoretical frameworks, direct personal experience, or actual fieldwork and interviewing (and if so, what kind of fieldwork or interviewing). Hence we do not know how to judge the credibility and validity of the researcher's account. (p. 79)

Research Design

Hoy and Miskel (1987) stated that in the last 20 years the approach to research has shifted because there has been a need for "more refined, useful, and situational oriented" research. In keeping with this focus, this research is in the form of a case study of one school. It describes the evolution of the school, the relationship of the principal's decision making to this evolution, and the subsequent impact upon and

understanding by some of the school staff. A qualitative approach was utilized because it appeared to be the most appropriate means by which to gather data and gain assumptive understandings from the population.

A case study approach was used because, "anchored in real-life situations, the case study results in a rich and holistic account of a phenomenon" (Bogdan & Biklen, 1982, p. 32). Campbell-Evans (1991) acknowledged the necessity of the case study approach. She stated that

> singular decisions and actions must be made in relation to the big picture of school life and goals. Priorities and emphasis may change and shift over time and with respect to specific circumstances. An integrated look at values, decision making, and principles that focuses on the interplay of these components within the framework of the organizing structure is important. The value component of principals' decision making must be explored within the context of school. (p. 169)

Merriam (1988) stated that "a case study is an examination of a specific phenomenon which seeks holistic description and explanation" (p. 57).

Owens (1982) stated that "one cannot understand human behavior without understanding the framework within which individuals under study interpret their environment, and that this, in turn, can best be understood through understanding their thoughts, feelings, values, perceptions, and their actions (p. 5). In a like vein, Stainback and Stainback (1988) recognized that "reality is what people perceive it to be" and "reality changes with changes in people's perceptions" (p. 8).

The case study approach is very different from starting with a hypothesis and seeking confirmation or rejection as one does in quantitative research. Instead, the implied values and thought processes of the individuals being interviewed were collected. The data were then separated to fit into the selected categories in order to determine the breadth of the interviewees' actions and thoughts for that category. The categories were based on Beck's (1984) value framework. This sorting formed the basis for writing about the nature of the values inherent in a principal's decision making. Basic patterns and relationships were identified and coded. The research, as

suggested by Lincoln and Guba (1988), "continually compared specific incidents in the data, identified their properties, explored their relationships with one another" (p. 47).

To ensure credibility, rich data with many direct quotations allow readers to draw their own conclusions and to judge how much, if any, researcher bias may have entered into the analysis. The conceptual frameworks used, along with the researcher's background, provided a basis through which understanding was achieved. It must be noted, however, that qualitative research is not value free. The questions which were researched were framed in a manner which attempted to lessen the researcher's bias. Although the intent may be value free, bias may be present.

> Researchers stress that research is valuebound and that this should be understood and taken into account when conducting and reporting research results. According to them, research is influenced by the values of the researcher when he or she selects the problem to be investigated, frames the questions to be answered, chooses the measuring instruments and design of the study, and analyses and interprets the data. (Lincoln & Guba; cited in Stainback & Stainback, 1988, p. 4)

Methodology

Data Collection

Qualitative interview data-collection methods were used. The interviews were exploratory in nature. The two phases of data collection included an open-ended interview (Phase 1) and analysis of documents (Phase 2).

Phase 1 centered around a question set for the principal prior to the interview: "Which of the professional decisions that you have made during recent months would you identify as important?" and a question for the other respondents: "Which of the professional decisions made by the principal during recent months would you identify as important?" This was done in such a way as to allow the researcher and the interviewee to establish a comfortable environment and to give some control of the direction of the interview to the participant. The researcher asked for more

information or clarification in a nonevaluative and nonjudgemental way. The interviewer's expertise in affective listening techniques allowed him to probe but not lead the discussions. The purpose was to "understand the people and the situations . . . rather than judging or evaluating them" (Wolcott; cited in Stainback & Stainback, 1988, p. 15).

In this discussion of the decision situation, respondents were asked to elaborate upon decision influences, actions, choices, and restrictions. In this way, an understanding of the interviewee's perception of the values implied in the decisions was gained through a conversation with each interviewee. What the participant decided to share was important because it provided an understanding of the decision maker's values, the participant's values, and how these values came into play. Experiences, decisions, and interpretations all added to the base. The principal's self-report on acting and reacting within the framework of the principal's self-defined environment added much richness to the study.

Prior to ending the interview, the main question was asked again: "Is there anything else that you could add about the decisions which were made?" If any of the questions in Appendix A were not addressed, they were introduced at this time. This information provided a description of the decisions made by the principal and the implied values.

Phase 2 focused on an analysis of school documents. These documents included the school mission statement, goals, objectives, and evaluation procedures; student conduct expectations; staff conduct expectations; and other school-specific policies and procedures. This analysis acted as a confirmation or rejection of the value basis of the principal's decisions. For example, the school's mission statement was required to reflect the district's mission statement, as well as to reflect the value base of the principal. Although the goals, objectives, evaluation procedures, staff and

student conduct expectations, and other school-specific policies and procedures changed over time, the underlying values remained the same.

Each phase was checked by providing respondents with a typed transcript for their input and clarification; this also ensured data trustworthiness. The intent was to collect descriptive data and subsequently to use these data to try to understand the values component of decision making, actions, choices, and the priorities of the principal and of the staff's perceptions of these elements.

All phases of data collection emphasized discussion. "If our values and interests shape how we study and discuss reality, then discussion of that reality must reflect our values and interests" (Beck, 1984, p. 4). Through discussion, the researcher hoped to get at the meanings behind the action and to come to an understanding of the principal's decision making in terms of the nature and influence of values inherent in the process, and of the perception of the nature and influence of these values by the staff.

Flexibility in moving and transferring data were achieved by using a computer and a program entitled "HyperQual," Version 3.1. Without this technology, the process of categorizing data would have been much more difficult. Through the methods used, data were easily shifted, thus negating any resistance through fatigue to the task at hand. Through the use of two separate screens on the word processor, data were categorized in the following sequence:

1. A separate file for each interviewee was saved that contained the transcribed interview.

2. The appropriate sections of the interview were transferred to another screen, reorganizing the interview under the appropriate category, such categories being those developed by Beck (1984). Excerpts were inserted into the appropriate areas of the outline. These data were saved as a separate file for each interviewee.

3. Data were then transferred to a second set of files for each of the categories. An analysis of these categories occurred during this process to see if each interviewee contributed information to that category. Information that was left over was analyzed to see if any other categories should be considered. In fact, no other categories were developed or considered.

4. A working screen was used to consolidate data for each file and to add transition comments and summaries.

The process described above was first used as a pilot study. In the pilot, three interviews of principals were conducted. This provided an opportunity to categorize their implied values and decisions into Beck's (1984) categories. The pilot study indicated that this process was feasible.

As the recorded interviews of the main study were transcribed, the researcher kept written notes of potential categories. Constant personal reflection was part of the process. For example, an interviewee comment that "education must be student centered" was first placed in one category; upon reflection, it was placed in a different category; and upon further reflection, it was placed in the original category. As suggested by Bogdan and Biklen (1982), the puzzle had to form from the pieces in the data, the categories had to reflect the data, and the data reflected the self-reported value orientation of the decisions of the principal as perceived by the interviewees.

Data from the interviews were placed in the appropriate category. Within this category sort were a number of subcategories. For example, data which were placed in the category *social and political values* were then sorted into the appropriate subheading: justice, due process, tolerance, participation, cooperation, sharing, loyalty, citizenship, and so on. This then led to the identification of the three components of the study: the nature, place, and influence of values in an administrator's decision making. Through the use of the dual screen on the computer, data could be moved during the analysis to the most appropriate location for presentation.

Interview Strategy

Interviews were conducted at the school site. Many interpretive studies have involved the process of the researcher observing and interviewing the participants at the site to verify the validity of the participants' perceptions. The principal was interviewed on at least three separate occasions. Ten staff members were randomly chosen to represent the faculty, nonacademic staff, and administration. An attempt was made to balance the male-female ratio of the staff and the length of service of the staff. The demographic data are provided in Table 1. Each staff member was interviewed at least twice. The interviews were prearranged by a personal meeting or telephone call to schedule a time and place. Therefore, the interviews occurred anywhere between 7:30 a.m. and 8:30 p.m. in a variety of locations in the school—offices, staffroom, classroom, dining room, and library.

Table 1

Demographic Data of Interviewees

Demographics	Pilot	Study
Number of participants	3	11
Gender	Male	6 male 5 female
School status	Principals	1 principal 4 assistant principals 5 teachers/department heads 1 support staff
Current location	At schools	3 former staff 8 current staff
Length of service with principal (range)		1 to 10 years
Range of ages of participants	46 to 54 years	30 to 53 years

Pilot Study

The pilot study was conducted with three current principals who are employed in the same jurisdiction as the participants of the study. The principals in the pilot were identified by three associate superintendents as being "change agents," and this reputation was acknowledged within the district. As such, they related well to the topic and provided many examples of decisions that they have made, the circumstances surrounding these decisions, and the rationale behind these decisions. They were very open and frank and offered several suggestions regarding the questions posed (Appendix A). The participants in the pilot took the process very seriously.

The pilot offered the researcher some interesting aspects to the study. First, it enabled the researcher to become very familiar and comfortable with the interview questions and the interviewing techniques. Second, as previously mentioned, it allowed for modification and a fine-tuning of the interview process. As well, all three participants in the pilot identified the same concern—an awareness of conflicting values influencing their decisions, one conflict being between jurisdictional values and their personal values. This same concern, to a lesser degree, was also acknowledged in the main study. Sergiovanni (1980) stated: "A series deficit or excess in any one dimension of the pluralistic framework for evaluating decision alternatives negatively influences each of the other dimensions" (p. 8).

The information gained in the pilot study could have been part of the main study. However, in keeping within the parameters of the main research, a case study, the data from the pilot could not be used.

Trustworthiness

The interview process in this study utilized a naturalistic form of inquiry. Guba and Lincoln (1988) delineated the trustworthiness of naturalistic inquiry into four terms which correspond to internal validity, external validity, reliability and objectivity. Respectively, the four terms are credibility, transferability, dependability, and confirmability.

Guba and Lincoln (1988) defined credibility as the "degree to which the data and interpretations of the investigator are similar to the multiple realities in the minds of the informants" (p. 84). The question asked of the data sources, the people interviewed, was whether their realities had been represented appropriately. Guba (1981) suggested a number of ways to safeguard against loss of credibility; this study used the following measures: (a) prolonged engagement at a site, which overcame distortions introduced by the inquirer's presence; (b) persistent observation, which gained a high degree of acquaintance with and understanding of "pervasive" qualities; (c) peer debriefing, which allowed the inquirer to test his insights; and (d) member checks, which ensured accuracy of interpretations.

Transferability, according to Guba and Lincoln (1988), is the "extent to which the case study facilitates the drawing of inferences by the reader and may have applicability in his or her own context or situation" (pp. 20-21). Using a method suggested by Guba (1981), a "thick description" of each respondent's context was composed in order to provide "a vicarious experience of it and to facilitate judgments about the extent to which working hypothesis from the context might be transferable to a second, similar, context" (p. 248). Guba also suggested using "purposive sampling."

Dependability, in naturalistic inquiry, allowed the research design to emerge and evolve, theory to develop, and changes to occur which cannot be referred to as error in procedure (Guba & Lincoln, 1988, p. 84). Dependability means stability (Lincoln

& Guba, 1981). Guba and Lincoln (1984) suggested using "a dependability audit," modeled on a fiscal audit, where the accounts are kept in one of several modes that constitute "good practice" (p. 85). They suggested that such an audit would provide a greater sense of reliance on the procedures. The data collection would constitute the accounts. They also suggested the use of "overlap methods," a type of triangulation process which undergirds reliability by producing complementary results.

Guba and Lincoln (1988) stated that confirmability "shifts the emphasis from the certificability of the inquirer to the confirmability of the data" (p. 84). To enhance confirmability, two suggestions made by Guba (1981) were utilized: (a) A reflective journal was kept to note why the study was defined and conducted in certain ways, based on the researcher's insights; and (b) "a confirmability audit" was used to ensure that "every entry can be supported with appropriate documentation back to original data" (p. 248) and that the interpretations are reasonable.

Guba (1981) has made the point that to carry out all of these steps "will not guarantee the trustworthiness of a naturalistic study" (p. 248). However, they will contribute greatly toward persuading a reader and consumer of their meaningfulness. As Guba and Lincoln (1981) stated, the concepts used in naturalistic inquiry to demonstrate trustworthiness "assure the consumer of such research that any and all appropriate steps have been taken to assure that data from human sources and contexts are meaningful, trackable, verifiable, and grounded in the real-life situations from which they were derived" (p. 250).

The methodology used in this study was monitored by the thesis supervisor. It was also reviewed by the committee involved in the candidacy examination.

All of the participants received a copy of the interview questions prior to the interview. All interviews were tape recorded to ensure accuracy of recall as well as to provide a verifiable audit trail. The recordings were transcribed, and a hard copy of the transcription was returned to the interviewees for clarification, additional

comments, deletion of comments, or change of comments. As well, during the interview the researcher made notes regarding body language, hesitation, periods of silence, and any other eccentricities shown by the interviewee. Perception checks were made continually during each interview to ensure that the interpretations were correct and that all details were received. Accuracy of the transcriptions was spot-checked by an independent observer.

Many segments of the interviews are presented in chapter 4. This allows the readers to reaffirm the conclusions made in the study. The text of the interviews, which is not presented in chapter 4, was reviewed by the researcher to ensure that no significant data, concepts, or concerns had been missed. Perception checks with six of the interviewees four months after the interviews confirmed that the interviewees were comfortable with the process and with the information provided by them.

Data Analysis

To identify the value component of reported action, interview statements were analyzed according to Beck's (1984) value framework. Words such as *should, ought to, like to, good, important,* and *have to* were viewed as clues to value statements. Use of such words indicated a sense of what is desirable for that individual and important to him/her. Analysis of the data, organized within the value framework, resulted in drawing conclusions concerning its content. By equating importance with frequency, no judgement by the researcher was necessary to establish importance.

To determine the dominant value types and the importance that respondents attach to each type and values within each type, the data were examined in a number of ways. These ways include: (a) the number of references the principal made to a particular value, (b) the number of references the other respondents made to a particular value, (c) the number of respondents making reference to particular values, (d) the dominant values expressed in Phase 1 as compared to the dominant values

expressed in Phase 2 to determine consistency, and (e) any value identified as important by all respondents. From these five different analyses, patterns in the type and importance of values used by principals in professional decision making emerged.

Ethical Considerations

This study was approved by the University of Alberta Ethics Committee from the Department of Educational Policy Studies. Permission to conduct the study was sought according to established procedures at the University of Alberta. All information accessed through the respondents by way of the interviews, taped and transcribed, were deemed confidential. Each respondent was given the right to withdraw from the study at any time and for any reason. All respondents who consented to an interview received a typed copy of their transcripts for additional comments and verification of recording. All respondents participated on a strictly voluntary basis and were granted anonymity. To protect anonymity further, pseudonyms and generic titles were used.

Summary

Knowledge of the role of values in principals' decision making is still sketchy. If values are a factor in confused or complex situations and problems, an awareness of these values may lead to reflection by principals. The relationship of goals to values is also an area of exploration. If, as Leithwood and Montgomery (1986) suggested, clearly stated goals of principals contribute to improved student outcomes, then helping principals to learn to state goals clearly and then looking at the influences of a clearly stated value stance and school vision on teacher and student behavior may contribute to our understanding of the importance of value awareness and its relationship to positive student outcomes.

As well, an examination of a principal's own process of decision making and attention to the roles that values play in this process may occur through a review of the principal's school decisions. Recognition of similarities, themes, and consistencies could make principals more aware of their own decision-making preferences and subsequent actions. Attention to differences and inconsistencies may expose important influences, pressures, and demands upon particular decision-making situations. An understanding of the place, nature, and influence of values in principals' decision making may suggest the need for professional development in order to provide principals with appropriate background and basis for their decisions and follow-up actions.

CHAPTER 4

THE SETTING

Introduction

The purpose of this chapter is to set the stage for the study. A description of the evolution of the school, the relationship of the principals' decision making to this evolution, and the subsequent impact upon and understanding by previous and current staff give the reader a sense of the context of the school.

The School

The school is one of the oldest and largest schools in a large urban city. It is part of a public school district which has a population of approximately 70,000 students. When first established, the current school was comprised of two distinct schools—a district-operated public high school funded by the province and a vocational training school funded by the federal government. At its height, the school population was in excess of 2,800 students. In time, both schools merged to form one public high school.

The school is located in the inner city, and, as is the case in many inner-city schools, faced a declining student population. The current population is under 1,200. As well, because of its previous vocational orientation and the accompanying materials, equipment, and facility setup, many of the student population were enrolled in vocational and trades courses. Trustees were also concerned with other problems facing the school: "student indifference" (Trustee meeting #4, 1985, p. 23); a facility which is "virtually empty" (p. 24); costly alternative programming (p. 24); making "the best possible use of the facility" (p. 25); and "some of the shops in the school are obsolete" in terms of today's "working world" (p. 26). It was with these points in mind that a committee was struck to "study and develop recommendations"

regarding the future of Alpha Composite High School. (Note: Alpha is a pseudonym for the school.)

The Planning Process

The committee that was charged with developing the recommendations for the future directions for Alpha Composite High School formulated three alternative approaches for study. These three options were (a) an adult-education center, (b) an Academic-Occupational Program (Trades and Services), and (c) a center for an alternative program concept, probably focusing on the fine and performing arts. Although the above alternatives were all linked to Alpha Composite High School, several issues were identified as they related to the options. The first issue concerned the relationship of the program versus the location.

1. A new policy framework and a definition of the structure of adult education as it relates to the district and to provincial education guidelines were needed. Depending upon the definition and corresponding framework of adult education, this program might or might not have been appropriate for implementation at Alpha Composite High School.

2. The current structure of the Academic-Occupational Program as well as the structure and goals of the new Integrated Occupational Program proposed by the provincial Department of Education required study and clarification. The results of this study would determine the facility requirements necessary to offer the program and would again determine if Alpha Composite High School would be a suitable facility.

3. The development of an alternative program in the fine and performing arts was required (a) to stand on its own merits, (b) not to be a concept created solely for Alpha, and (c) to be supported both educationally and philosophically by the district.

A second issue centered on the exclusivity of the options. There was an assumption that, given three alternative approaches, these approaches would be incompatible or mutually exclusive. This was not necessarily the case. In terms of Alpha Composite High School, it appeared unlikely that any single approach could adequately address the major concerns; namely, declining enrollment, program adequacy, school atmosphere, and space utilization.

The third issue was concerned with a variety of administrative problems which could impact the rest of the district. Thus, any plan which was developed for Alpha Composite High School would address the following questions:

1. What are its financial implications?
2. What impact will it have on the present populations of Alpha Composite (regular high school students, Academic-Occupational Program, English as a Second Language and other special-needs students, the program for the trainable mentally handicapped, continuing education)?
3. What impact will it have on other senior high schools?
4. What impact will it have on surrounding elementary and junior high schools?
5. What clientele will it serve?
6. How can support or demand for a given program be determined?
7. Are there implications for curriculum development?
8. What timelines would be considered for implementation?
9. Is appropriate staff available?

Although Continuing Education programs were expanding and could fill the facility, thus resolving concerns regarding space utilization, concerns arose regarding the provision of programs for local high school students and the creation of a vibrant school program. This did not deny that Continuing Education programs could exemplify exciting, innovative approaches to education; however, because adult education is not the primary role of a school district, an approach to the future of

Alpha Composite High School that did not include school-aged students would seem to be less than acceptable.

The second option, that of making Alpha Composite High School a center for the Trades and Services program or its successor, would certainly have addressed questions related to the utilization of the existing vocational facilities but would not have filled the school, nor would it have provided programs for most students within its catchment area. A secondary concern focused upon the new Integrated Occupational Program proposed by the provincial Department of Education. It was not known what would be the extent of vocational facilities required, or if indeed the new program structure would be less oriented towards the trades, making decentralization of these students to their neighborhood school a more appropriate approach.

The third option was also fraught with possible problems. An approach that would attempt to revitalize a school through a new program focus would not lend itself to the optimal use of available space, at least not in the short term. The developmental nature of any new program or program emphasis would require time to grow. This meant that it would be a number of years before such a program would have a significant impact on the enrollment and general atmosphere of the school. It would certainly not have been desirable, from a school-district standpoint, to create a situation whereby a program at one school would have an immediate major impact on enrollments in other district schools. Thus, whereas a new program may have contributed to the enhancement of the school's atmosphere and to a somewhat different population, such a program would not likely have resolved concerns related to the maximum utilization of the facility.

There were several positive aspects to developing an alternative program in the fine and performing arts at Alpha Composite High School. The concept seemed to offer high potential for meeting the goal of providing a vibrant, active learning environment for the school. The program would be characterized as a comprehensive

arts approach which would use the arts as an overall emphasis and as an integrating force in the curriculum.

> Such a program would encourage both participatory and appreciative involvement in the arts and would offer scope for a wide range of students to pursue excellence in various arts-related areas while still developing the basic skills, knowledge, and attitudes related to the core components of the Alberta curriculum. (*Board Report*, 1985, p. 6)

The program would be developed to incorporate the following elements:

- a student-centered interdisciplinary program in which the arts are related to each other and to core areas of the curriculum;
- high-quality instructional programs in the arts and academic courses;
- co-operative team planning and teaching with a corresponding staff-development program;
- effective use of the community's arts and cultural resources;
- a flexible approach to scheduling, length of school day and year, and age groupings.

A program concept such as this would accommodate many of the students currently enrolled at Alpha Composite High School as well as students from across the city who demonstrated ability and interest in arts-related areas, students who might have been interested in the arts but who had limited background or experience, and students who were unmotivated or not achieving to their potential and on whom an alternative approach and learning emphasis might have had a positive impact.

A sidebar to revitalizing Alpha Composite High School involved local arts groups and the inner-city community. Revitalizing the school was seen as a major need by leaders in the inner-city community. A vibrant, fully utilized school was deemed by community leaders and planners to be a necessary cornerstone in re-energizing the inner-city core. Local arts groups were most supportive of a school which would emphasize the fine and performing arts. Such a program at a school level would not only enhance the awareness of the fine and performing arts to school-

age students, but it would also act as a development arena for future participants and spectators.

The vision for Alpha Composite High School was that it could become a kindergarten to adult school demonstrating the best instruction possible and serving as a model of responsive education provided in a supportive, warm atmosphere which would respond to student interests and talents in a flexible, creative manner. The leadership of Alpha was also a major factor in determining the future direction of the school. As stated by the associate superintendent:

> Our goal is not to fix something that is broken, but rather to enrich the current program activities at the school. The concept of an "arts-based school" which would provide an alternative learning style for some students is being considered because of its success in other schools, most notably Delta High School. Insofar as the past principal of that school, Ben, is now the principal of Alpha Composite High School, it seemed reasonable to consider an arts alternative at Alpha. (Luc, pp. 23-24)

Alpha Composite High School has recently celebrated its tenth year as an "arts-based school." Its reputation as an exceptional arts school is national, and students from across Canada have enrolled in the programs offered. The high school enrollment has passed 1,500 students, and the recently opened junior high school arts program, located in the same facility, has limited its enrollment to 200 students. The principal, Ben, who was originally chosen by the superintendent because of his leadership qualities, still remains as principal, and most of his staff are part of the original staff.

Summary

It was felt that a brief description of the school and of the process leading to the change in the school-programming focus would aid readers in developing a mindset about the school and of some factors which could affect the place, nature, and influence of values in educational decision making. This background information would also help to focus on the data that would be analyzed. Chapter 5 provides a detailed description of the data from the interviews.

CHAPTER 5

DATA ANALYSIS AND OBSERVATIONS

Introduction

The purpose of this chapter is to discuss the participants' personal and educational values, their perceptions of the principal's values, and the impact of the principal's values upon his decision making. It begins by recounting the perceptions of the principal and the staff participating in this study concerning the following questions: The principal was asked: "Which of the professional decisions that you have made during recent months would you identify as important?" and the other participants were asked: "Which of the professional decisions made by the principal during recent months would you identify as important?" A series of questions emanating from the interview and from the conceptual framework (Appendix F) were raised during the interviews if they were not addressed in the initial interviews. The responses provided an understanding into determining the place, nature, and influences of values in an educational administrator's decision making. These understandings are then reported.

With the exception of the previously mentioned changes to the interview questions (Appendixes B and C), and omitting specific names and locations, the sections of the interviews provided in this chapter are printed verbatim. This allows readers the opportunity to apply their own analysis to the data. Pseudonyms are used throughout; the principal is called *Ben*, and the rest of the participants are named Lil, Ted, Dan, Doug, Sam, Sal, Pam, Art, Joe, Cam, Kel, and Kim.

The values which emerged from this understanding were then sorted and categorized according to the value categories developed by Beck (1984). A summary is provided in Table 2. The values inherent in the decision making were analyzed and categorized in terms of Beck's classification in order to provide a basis for

Table 2

Beck's (1984) Value Categories

Value	Exemplifiers
Basic human	Survival, happiness, companionship, friendship, helping others, participation in community, self-respect, respect from others, knowledge, freedom, a sense of meaning in life
Social and political	Peace, justice, due process, tolerance, participation, cooperation, sharing, loyalty, solidarity, citizenship, respectability
Moral	Carefulness, responsibility, courage, self-control, reliability, truthfulness, honesty, politeness, fairness, unselfishness
Intermediate range	Food, shelter, entertainment, relaxation, fitness, positive family relationships, ability to read and write, meaningful employment, financial security
Specific	Material goods, particular neighborhood, particular friendships, high school diploma, particular sports involvement, particular political party, particular job

interpretation. An attempt was made after the first pilot interview to sort the values, identify their nature, and examine the influence each value may have had upon the administrator's decision making. A similar effort was made following the three pilot interviews, and following the study. This process is summarized in Table 3.

Reflection on the data midway through the interview process began to show the emergence of certain patterns of values. Constant comparative analysis was used to identify patterns, code data, and categorize findings. During the rest of the interviews, these patterns were refined and confirmed. Conscious decisions were made to determine if there was, as suggested by Miles and Huberman (1984), "added evidence" for the selection of a value indicator or if there was contradictory evidence regarding the placement of a value indicator. Considerable effort was taken to have the values and their influence upon decisions emerge from the data and not from the questions. Consistent with the previously described value-emergence process, the values, their nature, and their influence upon decisions had to emerge from the data,

Table 3

Value Identification and Influence

Trial	Data source	Method of identifying values	Influence
One	First pilot	Direct questioning of which values interviewee felt were important	Much confusion between values, beliefs, ethics, policies.
Two	All pilots	Initial sort of emerging values from interviews	Many of the values identified fit several of the subcategories.
Three	All interviews	Midway through the transcription process, subcategories tended to emerge.	Some of the data fit several subcategories. It became necessary to look at the context in order to place data into the appropriate subcategory.
Four	All interviews	Using a dual screen, data were placed into appropriate subcategories. These subcategories were then sorted into one of the five value categories (Beck, 1984).	The perceptions of the staff were first sorted. The perceptions of the principal were sorted separately. All data were then placed into the appropriate category and analyzed, and the findings were discussed.

not from a forced sorting by the researcher. The overall patterns took "shape as you collect and examine the parts . . . from the disparate pieces of collected evidence" (Bogdan & Biklen, 1982, p. 29). The data thus provided rich descriptions of the feelings, the thought processes, the guiding principles, and the way that decisions and solutions emerged. The interviews resulted in long descriptions of dilemmas and of the processes of resolving these dilemmas. This section looks at the nature of these resolutions.

Basic Human Values

Introduction

The interviewees appeared to have little difficulty in identifying decisions that affected them. The decisions clustered around the five basic categories as defined by Beck (1984). Within each category, several subcategories were differentiated. Within the category of basic human values, nine subcategories were identified.

Sense of meaning. A major subcategory of basic human values concerned the sense of direction, the sense of vision or goal. All the participants indicated that many decisions pertaining to the school centered on the strong vision of the principal. Sam indicated the strength of this vision when he first came to the school.

> Well, the first thing that was very obvious when I came here was that Ben has a very clear—and has had it for a long time—a very clear vision of what he wants. And nothing gets in the way of that vision.

The vision had to do with the future direction of the school, and was foremost in many decisions. Sam stated:

> The vision initially, as far as I know, had to do with a long-time wish of his to create an arts-focus school where people and kids, students, parents that had an interest in the arts had a school that they could send their children to, that they'd have those kinds of opportunities. He had to come into a school that was basically a trades and service school that was very strongly involved in the vocational programs and changed the whole complete focus. The strength of his vision is the only thing that probably kept him going. I know the first year, and the first couple of years, but especially that first year, it was incredibly difficult, because enrollment was way, way down. There were substantial numbers of teachers being declared surplus and let go.

The vision to change the focus of the school was not a change for change's sake, but to create something better. According to Art:

> Well, that the big difference, you see. That's the big difference. There's a vision there, . . . there's a vision of something that could be rather than maintaining those things that already are. Yeah, let's go for what could be, not what is.

This vision was such that other staff began to adopt it, and it became part of their value system. Art explained how this vision permeated the staff decision-making process, especially the leadership staff:

> I think part of that is the leadership that has been created from the top, because the top self has a particular vision. It's true many people may not necessarily share that vision, but they become part of it. And the vision is one that has permeated towards other people, what he calls the leadership staff, of which I think I'm one. And that goes along with my vision of what a school should be and what a total and complete human being should be. And so we all fit into the same general philosophy. So he's chosen people basically that would follow that kind of a philosophy and who are not afraid of change and they're not afraid of hard work.

Sal concurred that the staff followed the vision but felt that the students also followed the vision:

> He knows exactly what he wants, where he wants the school to go. And from what I gather, this is exactly what he's been doing: He's been gathering staff and students that follow that vision.

The focus on the vision and working towards that vision involved another value, that of commitment and work. As Pam said:

> He came here with a vision, and he laid it out pretty clearly to the staff, and was really involved in all aspects of organization and running the school. He only asked us to work as hard as he did. And he works tirelessly.

The work ethic was passed to other administrators, and it became part of their value system. Sam found this work ethic infectious:

> Of course he went through the assistant principals to tell us we each had departments that were responsible to us. And we'd be working with these departments and passing the word on. And Ben was always after us: "How is this going? How is that going?" So we'd be on the department heads pushing, I tell you. We'd no sooner get one thing done, another idea would come along. And it was just amazing; it's infectious. And one of the things that I was working on was, after Sal left I inherited all the computer stuff. I know diddly squat about computers, but Ben was one of these people who could see the value of getting—Ben likes toys, electronic toys, so he's always going to have the most modern, up-to-date kinds of equipment that he needs. Probably one of the first principals to have a fax in, for example. One of the first schools that went on-line with E-mail, things like that. So I had to scramble just to keep up to what he was doing. And I got kind of bitten by this infectious bug, and when I

> inherited the scheduling responsibilities, we're always looking for new ways of putting classes together or keeping teachers free or things along that line.

It must be noted that an underlying factor behind this vision was the strong belief in doing what was best for the student. As Pam stated, decisions were made on the basis of what was best for the students:

> That's always the underlying criteria, is what's best for the student. Secondly, what's best for the school.

She also differentiated between the student and the school:

> But I don't know that you automatically say what's best for the student, then that's best for the school, because I think that's sort of two different things. I think if you're meeting a need of a community and in that you're looking after the best interests of your students, that's saying one thing. I think we're doing it at an exemplary level.

The major focus, Pam stated, was always the student:

> If you had a play for the day—"Well, I'm going to do this and this and this"—and then you had a student or students, then that is done that night. Number one is the kids; everything else is second.

Kim offered another example of Ben's belief in students:

> Ben is an excellent example of a truly committed professional with a very strong belief in what's best for kids. And his belief is infectious, there's no doubt about it. You can't work with that man without just being caught up in what he's caught up in and wanting to enable that thing to happen. I was with Ben on a trip, a P.D. trip, ten years ago, before the school really started. And when we looked at some performing-arts schools in Toronto we got our associate, and, well, I could see what he saw in those schools at that time. And I really believed in it. And he believes in the best kind of education possible for all. Strong public education.

Although the decisions were made in the best interests of the students, they were linked to Ben's vision. Pam explained:

> I think he would look at that decision from all angles and gather the information as thoroughly as possible and make his decision in the best interest of the students, and I would be confident, given what I've seen and how we've worked together and what I know about him and what I've seen in the past, that it would be the best decision. Yeah, he has a vision over here, but you get to that with the best interests of the students.

And the best interests of the students involved a balanced program. Pam exemplified:

> It's like saying you're going to have a performing and visual-arts school, but you don't care if your math results mean anything. That's not in the best interests of students.

Although Ben's concern and major focus was on the students, he never lost his overall picture of the school and what he envisioned. Sal gave the following example of Ben's enthusiasm:

> You go to a school and talk to a class, and you're hoping to get one student that might be interested. Just talking to students wasn't enough; it was a parental contact. And in those early years, to give Ben credit, having the ability to sell something, to have a vision, and to see what the end result would be and then to persuade others. He's got those skills, but the other thing that he did have is just, well, he was tireless. Incredible energy. Because it just seemed like every kid that registered—it really wasn't every kid, but it seemed every kid—you had to speak to the parent. And the parents came in. And then Ben would give a two-hour tour of the school and his enthusiasm was just, you know. And after he was finished, for two hours he'd talk to one parent. But the thing is, very quickly anyone, I'm sure, from the parent's point of view, that came in contact with that man was sold on Ben, for sure. I mean, here we can trust this man to deliver these goods.

Ben's enthusiasm for the school also increased his staff's belief in him. Sam stated:

> [He'd go out to] junior highs and talk to those kids. I think that's what sold me. Those kids really believed him. They believed they fit in that school.

This did not prevent Ben from implementing another dimension of his values. His belief in what he was doing convinced others of the correctness of his decisions. For example, he believed in students being in class and not loitering in the halls. As Joe stated, this was a personality that Ben wished the school to adopt,

> to change the personality of the school or the students of the school. I think he had a long-range plan. But I think one of the things most people have to do is say, "Okay, this is a new era." And I think Ben showed that by right away insisting that no one's in the halls. And that's probably one of the few things that's really important to Ben, is that, well, it's his old joke that he wants to shoot a cannon down the hall, and the kids believe in that and abide by it. And they're not in the hall.

To stamp a new personality upon the school, a personality in which one believes, requires a great deal of work. Lil commented:

> Ben's really worked on that one, but it's taken time. We get these arts kids, and they're no different from the jocks. They like to hang around and this and that. And the other thing of course we're finding is just the physical location to downtown. We used to get a lot of the street people in here. And Ben's really worked on that one. I'll tell you, Friday afternoon, once that first class in the afternoon starts, Ben's on the blower, because every Friday he says, "I don't want to have to tell you guys again: If you don't have a class this afternoon, you're out of the building. I don't want to see you within two miles of the school." There will be no library. He shuts the chip store. He locks the cafeteria. You've got no place to be, and if he catches you in the hallway, you're going to get a hall away, you know, and he says, "I want admin . . . ." He says right at the end of the noon hour, "_____, you're there; _____, you're there; _____, you're there; and I've got this." Last Friday he's out on that front sidewalk. It's a nice day out Friday, kids are either skipping or with a spare, they're out on the front step smoking. One-ten in the afternoon. "You're out of here; you're going to have a holiday. Or you might try registering at a different school next year."

Ben's belief in his vision was overriding. It affected all aspects of the school, from student exchanges to budgets. Dan explained:

> Ben visits other schools two or three times a year. He's not just one who talks the vision; he does it. We're twinned with a number of schools in China, Japan, Korea, Australia. And there's actual exchanges that occur on a regular basis. Lots of information exchanged back and forth in lots of different ways. Just a couple of days ago we had a Chinese gentleman here from our twin province over there, and he was in the school. You see these people around here all the time. So that's part of his vision too.
>
> And the other part of his vision that struck me as interesting is keeping the school current, within budget constraints, but keeping the school current in technology. The kinds of things that are in place and running here in a technological way are with the exception of those brand-new schools that they put all the high-tech stuff in; would be very difficult to beat. I mean, it's just incredible the kinds of things that we can do that I know that other schools in our district won't dream about. Every classroom has a VCR and television mounted on the wall, permanently connected to our television studio. We can run in whatever satellite system you want and send it to every classroom in the school, or partial classrooms, or whatever. I've forgotten the name of it, but it gives the ability of running interconferencing telephone video. So as soon as it's up and running, we will be using it. He's kept the office technology up to date, so it allows people like myself and other people that have to work with the computer technology that you're working with, good-quality technology. You're not just sort of staying on top of it, not getting behind. It's hard.

Kel concurred with this view of Ben's decision-making process:

> Now, I guess what I'm getting at is, under those conditions you also needed a risk taker. I mean, how do you look at a half-a-million-dollar deficit and then go and spend three hundred thousand more? Not

> everyone can do that. Ben could. Come hell or high water, he was going to do it. And so you look at the vision, totally behind it; tireless, just tireless energy. The facilities are there; they need to be modified. You've got a deficit, but you've got to spend money.

Ben's strong belief system was obvious to the staff. It was his vision and his commitment to the vision which made him such a strong leader. Art summed up the influence that Ben had on the school thus:

> This school has a visionary, has a leader. And over the years he has surrounded himself with the kind of people that are not afraid to change, not afraid of new ideas, and who are not afraid of hard work, because he expects everybody to work more or less the same kind of hard work that he does, quite frankly. And so in that sense I think that a lot of the success to this school can be attributed to Ben. No, that's not the only reason. But I think that there is an initiation there in terms of a man having a vision, having a dream, and then saying, "Why not? Let's go for it and do it!"
>
> The other thing about him is that he's also very, very frugal and very practical, and because the administration is seen to work, to be in the hallways, and to be involved with the kids and the staff, the staff then has a way of pulling together. But how are decisions made? I'll tell you. Although it may appear that many of the decisions are made by the staff, many of the decisions do come from the top, and they come down. They are not generated from the staff going up. However, if you do have a good idea and if there are ideas coming from the bottom going to the top, then there's always someone there who listens to your ideas, and change comes about. We have made changes since I've been here, and I know some of those changes came directly from the kinds of things that I've seen.

Mutual respect. Another subcategory of basic human values is mutual respect. Ben developed mutual respect in the staff and students by modelling. Pam offered an example of this:

> I always think that it's leading by example. And so he's not asking any more of us, whether it's teachers or students, than he asks of himself. And the things that are important to him are to be on time, to be where you should be when you should be there, be paying attention, to have respect for others; and those, they're nice and clear. There's no waffling around, and it's always the same; it isn't [only] one day.

She went on to show how he modelled his expectations:

> The teachers were doing it initially, but now students don't throw paper because they know there's a teacher who will come along behind them and pick it up. So they kind of learn by example. Each one of them does

> their best to keep it clean here. And certainly everybody that works here, all support staff, are exemplary in terms of how they keep the halls and the classrooms.

These expectations also applied to the work ethic in the school. As Pam explained:

> Everybody works hard. That follows his example though, I think, because I see him here all the time. So he models what he expects. And people like me are expected to do the same kind of leadership in my department. If the teachers do it, then the kids do it.

Ben supported his staff, and this was very evident from the interviews. This support was also mutual. Ted explained:

> He supports everything, and he's always just around. He puts in eighteen- and twenty-hour days, and that has to be done. At what cost to him personally, I don't know. . . . It's not like he sits on his duff drinking tea all day long and expects everybody else to work. And he has high expectations but I think also recognizes performance when he gets it. And I think he's fully aware of that.

This support by Ben was also evidenced by policies within the school. Ted offered the following example:

> You're doing a good job. And you don't have to be told because you know the principal supports you. If you're doing something good, he supports you. And he'll come to your classroom. What we have here is also really unique: open-door policy. Soon as I got here Ben said, "All the teachers teach with their doors open. Why? Because I like to come in and see what's going on in the classroom. I just want to visit. I want to meet with the kids. I want to meet with you. So I like the doors open. So teachers don't need the doors closed, okay?" And you can do it here. why? Because the halls are quiet.

Ben's respect for his fellow staff was evident in his leadership style. As Sam stated, Ben offered direction and leadership to his staff and respected what the staff did:

> Once he handed something over to you it was yours. So essentially he was the guy that guided, but the running of the school on a day-to-day basis was left up to his assistant principals. We dealt with problems with the kids, problems with teaching staff, problems between the two. Problems between teachers; we dealt with all of that. And that's not to say that Ben negated his responsibilities. He would step in and take care of those things. He just sat back and just let us do our thing, and the better that we got at it, the more he pulled away. And in retrospect one of the things that was one of the most dangerous things we did was take that work away from him, because he was never more dangerous than when he was sitting in front of a desk with nothing on it.

This respect allowed Ben to make the changes for the school. As Sam continued:

> The change is because Ben demanded the change from his administrators, who in turn from the teachers, and Ben demanded the changes from the teachers. He gets a tremendous amount of respect from his teachers. And a lot of them will just follow him right to the end of his dreams.
> Researcher: Is that because of his ideas, his commitment, his vision?
> Sam: It's all of those, and his personality.

His strong personality was noted by Joe:

> Well, I suppose nothing works without some direction and leadership. And Ben is a strong leader. He's a strong personality. So I think that's from history that Napoleon, those guys were all strong guys. And Ben is a strong leader. So I think it starts there. And he's determined, and minor setbacks are exactly that: minor setbacks. So I think that vision was in place, and the determination was in place, so I believe that's where it starts, because, again, I think he was the right guy to be placed in this situation to bring about the change.

The mutual respect was shared with the senior administration of the district. Sam felt that much of this respect had been earned because of what Ben was able to accomplish in a very short time:

> So people respect him. A lot of people don't like him, but they respect him for what he's been able to do in a short period of time. If you take a look in any of the literature, whenever you make any kind of a change like that, it's a long process.

Kim felt that the respect was more mutual:

> I have tremendous respect for the relationship my principal has with senior admin. And I know that if there's going to be an idea talked through and negotiated and clarified, I would never send another person. And so my belief is that we could always go back and get a second opinion or ask for clarity because of the relationships Ben's built up over there.
>
> Ben has a really good sense of "Are you really aware of what that means to us, of what the consequences might be? And if you are, tell me, is there any room for discussion here?" And he respects what's told him.
>
> He thinks things out very clearly, but he also takes direction from his superiors.

Ben and the students also shared a mutual respect. Ben and the staff respected the students for who they were, and this respect was returned. Dan said that the students accepted the school rules:

> They know there's no fooling around there. But I think most of the kids have a very deep respect for him. Oh, I think all of the administration has really a fair and yet kind of almost like a tough-love kind of general policy. We don't have any kind of animosity generally from the kids to the administration, which is good. . . . The atmosphere in the school is something that a lot of people comment on and are very proud of, is that we don't have any fights here. We don't have any—touch wood—but we haven't had any student expulsions in the last many years. And many of the high schools in the district have many expulsions. . . . We haven't even been close, not really. So the atmosphere here, because of the type of kid, is very tolerant. You can be as different as the day is long, and nobody notices.

And yet Ben was a very strong advocate of students not breaking the rules. He enforced the rules, as Kel explained:

> Ben is a holler type when he sees a kid in the hall, and then you don't hear him screaming and hollering and having a temper tantrum. But the kids don't particularly want to tangle with him. When he drags a kid into the office, that kid is in some trouble. And the approach very often is, "Now, what do you add to this school? Nothing. Now, why are you here?"

But Ben also supported the students and what they did. To this end, he encouraged the students to get involved in the arts, for it showed a different side to the student. As Kim explained:

> And then it [the arts facility] reopened here, and the kids are proud to have them around because there's something very definite for them to see and be involved in. And Ben's a very, very strong supporter of that. You see, this whole thing about the arts is that theater running gives everybody a visual, concrete reality about what it is we're doing that's different and good, because you can go see a production and see some kid who is very good in your English class or just a little nerd in your math class doing very well on the stage, and I think you see them with new respect.

The respect that the students felt for Ben can be exemplified by the following example, as shared by Lil:

> Respect is important. And tonight, for example, at the commencement, the kids always acknowledge him. Every year the graduates will always acknowledge Ben, and this year they are going to give him a little cannon. It's not a little cannon. They got this replica of a Civil War cannon some place, because he always threatens to blow this cannon down the hall: "If there's any kids in the hall, I'm going to blow this cannon down the hall! I'll get rid of all of them!" And it's kind of an ongoing joke.

The mutual respect between Ben and the staff can perhaps be best evidenced by the following comment from Sam, who is no longer at the school:

> Yeah, you're right. He's settling his school continually. I'll tell you another thing right now. I've been in—what?—nine schools now. I don't care if I don't go back to any of the schools I've been in. If I'm in a school I'm going to give my school the loyalty and all the rest of it.
>
> I want to go back to Alpha. I'll work with Ben again any time. Any time. And I know that going back to Alpha I'll wind up having double the amount of time I put into the place, but I'd do it any time.

Self-respect. A related subcategory to mutual respect is the subcategory of self-respect. Part of this concept of self-respect is making a commitment to yourself and following through, and not avoiding difficult decisions. Pam stated:

> Well, I think he's made a commitment to himself. Certain things are important to him, and those things are going to be in place, or that's how he's going to do it.

Kel added that Ben also believed in what he was doing:

> You have to have a strong belief in what you're doing. You really have to understand that.

Lil concurred:

> Oh, yeah, he really believes in what he's doing.

Ben's commitment to his vision and his belief in his ability allowed him to make decisions on difficult issues. As Joe said:

> Yeah, he doesn't avoid tough issues. If there is a problem, he doesn't wait for it to go away.

Helping others. As an administrator, Ben was very approachable and believed in helping others. This became very evident with his relationships with his staff. The staff felt that Ben trusted them and would be there for support. Ted, who ran a tournament at the school every year, felt that he had Ben's unconditional support:

> He trusted me; he just left me alone. If I wanted something I'd say, "Ben, it's going to cost this," but Ben's been of the opinion if we're going to run the tournament, we run it first class. He's willing to take care of us that way. But he's easy to work for; he just basically says, "I want this done, and I want it to be classy," and he lets you do it and trusts that you will do it. He's demanding enough, and I mean this in a positive way, that you'd be concerned about not doing it right because he's shown that

> much faith in you that you'd feel pretty bad if you did not do it. But, yeah, yeah, I think there's a lot of flexibility there. I think Ben's a real hands-on leader, and I think he knows what he wants. Some people see him as being a bit autocratic, but I always think he's the kind of person to talk to. And you say, "Ben, I would like to do this" or "I'd like to do that."

Ben's belief in assisting staff went beyond the classroom. During a time when the school found itself overstaffed, Ben ensured that the surplus staff were all placed. This action was another block in building respect for Ben, as explained by Sam:

> He did it, and he cared enough to make sure that everybody was placed or taken care of, and he did that personally for forty-five teachers. He looked at that Blue, making sure that these people either went back to school or had a placement they could live with. So Ben put in a rough year. But I guess the thing that I've always respected about Ben, and the reason I was willing to stay, was that he's very much his own man; he's the leader, and it's his show, and he says, "I'm making the decisions, and I'm willing to live with them."

Ted offered another example of Ben's concern for his staff. This particular example shows a much more emotional side to Ben:

> Well, he cares. I know the day we got these cuts announced, and he got the call from the Blue saying, "You're going to inform—" He had thirteen teachers he had to inform that they wouldn't be back in September. And, I mean, he broke down in front of the staff reading those names. That was a pretty ugly meeting. We got this emergency staff-meeting call at eleven o'clock. We dismissed our classes. We got down to the staff dining room, and he was shaking before he started when he had to read those names. It was pretty gut wrenching.

Ben's help also included modelling and suggesting strategies to other staff members in leadership positions. As the administrator, his advice was sought and followed. Lil provided an example of this:

> Now, if we have a concern with doing this, we go to our administrator and we say, "I'm having difficulty doing this evaluation for so-and-so" for whatever reasons, and they guide you, they assist you with this. Really good, practical advice. I had a couple of people in my department that I needed to work with. There were some things that I wanted to encourage them to do, and I wasn't sure how to go about that because, for one thing, you don't want to put a person on the defense; you don't want to put their back up against the wall. You want to work with them, not against them. I went to my administrator and I said, "How should I approach this? What would be your advice?" and all kinds of ideas from their own experiences. "What would work good in this situation?" I go back and use some of these tips, and, yes, it works wonderful. I had a concern

> with a teacher that was having difficulty with a few classes. The marks were very low. We just couldn't seem to figure it out. So I team-taught with this person. Basically what I was doing, that person did too. We worked together on it, and it gave that person other teaching strategies, things that they could do in their classroom. And it was successful. That person feels good about what they've done, and it wasn't a defense thing; it was a working together. And it was actually with the administrator too, the three of us working together to try and bring these marks up. And each one of us took responsibility for it, not just the teacher. The teacher is not the only person responsible for that. Those kids are students in our school; we have to look at these students we're working on: What kind of things could I do as a department head? What could I do that could assist that teacher? What could an administrator do to assist that teacher? So it was like a team effort.

The concept of helping others was modelled by the other administrators in the school. The open lines of communication and the sharing of expertise were very evident. Kim offered an example:

> It's no different at all. But if you say, "Then let's use the model for all our teachers. We're professionals, and we are trying to help you. This is my role. This is what I have to do. This is your role," I think that it's very helpful to do that. We certainly see it here. There isn't a teacher on staff who couldn't go to Ben if they wanted to. If you want to go and talk, if somebody, one of my department heads, really felt that I just didn't have a handle on what it was they were trying to say to me and they said, "Well, I'm going to go talk to Ben," I'd say, "Well, that's great. As a matter of fact, why don't you go once by yourself and include me the next time, because maybe I've missed something along the way here?"

Ben's values of caring and helping others extended to the students. Kim explained:

> Ben cares about people and kids in a really deep way that you have to step back from what he's doing and see that he's not going to let a kid down. Christmas time this year he became very overwhelmed; we have a lot of independent students that have nowhere to spend Christmas, and he couldn't stand that. So he had Christmas for them to make sure they had a meal and they were together with someone. And I'm not sure all teachers know he does that.

Ben's modelling of this caring attitude towards students has encouraged other staff to follow his lead. Kim felt that staff caring extended beyond special occasions to the classroom:

> That deed isn't as important as the fact that there's a modelling role where he cares about all these kids. And we have a teacher who every year just gives a great gift at Christmas of money and asks us to make sure that the ten most needy kids get a bunch of money from him, but he doesn't want to be identified. And in lots of ways teachers give their own personal time to kids who need help. That's just as valuable as the money. So you really get a sense of not just educating and visual-performing arts going on here; there's a lot of social work going on here. And I think the kids feel it's a big family. And in homeroom, if the kids start not showing up, kids will call them from the homeroom and teachers will call them and find out what's going on.

Ted showed another side of Ben's caring for students. Ben was concerned about students, their attendance, and their behavior:

> He's popular. Kids like him; the kids like him. I mean, the ne'er-do-wells that he's had to step on might not, but that's normal. There's not many of those. They know you don't mess around with him, and they know that he cares. . . . He cared passionately, beyond the phone. He'd even be going out to homes finding out why the kids weren't in school. It's not like he sat and didn't know what was going on. He's always been very energetic and on top of things.

Ben was willing to share his expertise with other members of the community. Kim explained how Ben shared his beliefs about education with student teachers:

> The other thing that's important is, Ben is very good about sharing his perspective with whoever will listen to him. And we have a lot of visitors in our school. University of Alberta drama education, for example, for six, seven years came and did their senior high round of teaching right in-house. And Ben would go in and talk to them, he would inspire them beyond anything anybody at university was able to do about what education is and what kids are about and what it is we're really doing. And we hired many people out of that program because they'll just about do anything to be here, and of course they have the speciality training.

Not only did Ben help others by sharing his educational expertise, but he was also willing to help wherever and whenever such help was required. Pam illustrated how Ben assisted the production crew in installing a generator for a show:

> There was no power in the theater, so if we didn't get one of these temporarily replaced or permanently replaced by the next day, we wouldn't have a show. Well, there wasn't any question we were going to have a show, and he was going to do personally what he could to make sure we had a show. So the thing went on order, and when it came into the building, he was right there helping them to get it into the building and into place so that there could be a performance. And that's one example, but that goes on all the time, that kind of involvement.

Lil offered another example of Ben's helping out in unexpected places:

> The girl that was working in our book store no longer works there, so he had nobody there. Who is running the bookstore at lunch hour? Ben. Selling chocolate bars and ice cream. I thought to myself, Which principal would give up his lunch hour to sell junk food to kids?

Community involvement. Ben valued the expertise, skills, and knowledge of the community and parents, and he welcomed their input and involvement in the school. By using his vision as a focal point, he was able to involve the parents. Kim described how Ben involved the parents in the school:

> Well, part of it is the vision's definite. And it can be communicated. We know what we're about and what we're doing, so we can talk about it. And we do. The other thing is, Ben really believes in parental involvement, and we've got a good three hundred parents that are very active in and involved here through parent advisory and through the visual, the arts society. Yeah, they come in and do a lot of work in there. And they're encouraged, and their strengths are tapped. They tell us that working with us on concessions or sewing of costumes or building of sets has let them re-enter their kids' lives, because the door gets closed at about thirteen.

In a similar fashion, he was also able to include the community and community agencies in the school programs. As Sam commented, this also allowed the students to work in the community:

> Dance instructors and things like that. We managed to get hold of a couple of people who came in as resident artists, so one of the dance instructors worked with the dance teacher, but worked with the kids also. She was an expert in dance, but she didn't have a teaching certificate. She had taught dance. She used to work with the company at the University of Alberta, and she's still there at the school. She doesn't have her own classes and stuff like that. I mean, she is working with a certificated teacher. But having that kind of expertise in the school is just incredible. You pay a person like that a heck of a lot less than you pay a teacher. And she's only there part time, half time or something.
>
> Oh, yeah, and we had developed partnerships with different arts facilities around the city, like Theatre Network. So our kids went over and worked at Theatre Network. People from Theatre Network came in and talked to the drama classes to do with costuming and screenplay and stage performance and all of that sort of stuff.

Ben's relationship with the community was to develop within them an understanding and appreciation of his vision for the school. To do this, he became

very involved personally in the community. And, according to Sam, Ben was constantly selling his vision:

> He's enthusiastic, and he's a salesman. His middle name is "Let's make a deal." He'll sell you anything if it means to the benefit of that school; he'll do anything. He wasn't just an eight-to-four principal; he spent a lot of hours. He didn't spend all his hours in the school. He was out selling in the community. He went to a lot of community meetings of the communities butted into the Alpha area. I mean, he didn't go as a member of the general community; he went as a board member. He always managed to get on the community board by volunteering or getting nominated. So he'd be on the board as an official member of that community board. He sat on what he called *blue chip meetings*, where he had businessmen in the area invited down to the school for breakfasts, and he sat with them and he talked about the visions that he had for his school and what the kids would be able to do in terms of job shadowing and partnerships and all of that sort of stuff. He was a member of the Chinese community; large community down there. Ben has an unbinding interest in the Far East.
>
> And it was the amount of time he put in. It was the number of contacts that he made, contacts that he used, and the constant sell, sell, sell. No matter where he went.

Dan felt that Ben's vision extended beyond the immediate community and yet involved the immediate community:

> It's not just an arts-focus thing. His vision involves a global concept; his vision is very, very active in the community. He's been an acknowledged leader with the city and provincial governments as far as someone to take to Asia on various sorts of trade missions and whatever.

Ben valued the involvement of others in his school, and his vision incorporated a global relationship. To impress upon students and the community his global view, he chaired a committee which brought in a Southeast Asia conference, hosted by his school. This conference demanded a great deal of involvement from the staff and students, but it also gave them a fuller understanding of their place in the global community.

Friendship and support. Ben valued all people as individuals. Although he had an administrative team with whom he met regularly to set direction and handle the administration of the school, he treated his staff as individuals and respected them as individuals. Lil used the staff-room morning coffee time as an example:

> He meets with all kinds of people from the school. He comes and he sits anywhere. It doesn't matter where he sits. He just brings his coffee and sits down at a table with any group. He never sits with everybody the same. It's not a seating arrangement here at all. They come in, the administration as a whole. They are a part of the staff; they are not a separate entity. They integrate with the teachers. Although they are the leaders in the school, this is one thing that's hard to visualize: how they can be at the teacher level but yet show such great leadership, because one thing they do do here—I think that's why they are so credible—is that when they make a decision, anything that Ben makes a decision on, he follows up on. If he says he's going to do something, it's done. And if it doesn't work out, we're going to change that decision. Not in midstream; we never change things through a school year.

His friendly nature not only involves the staff but also spills over to the students. Sal recounted meeting Ben in the student store:

> Ben would do that. I saw him in there. I thought, Well, I'll go in there and buy an ice cream or something. I went in for a Revel, and he's totally involved in these kids. He's asking them what they are doing and, "Ah, you shouldn't eat that much junk food." . . . Just as friendly as ever. The kids all know him; he's not a principal the kids don't know. They really know him.

Lil recalled the very indelible impression he had left upon her when she was being interviewed for a position at the school:

> A real personable thing. Ben was interested in me as a person. What was my personal life like, my children, my family? Everything was important to him, and he indicated that to me right away in that interview. So, anyhow, I left that interview and left every one of these interviews not knowing, because those decisions are made later. Five o'clock in the afternoon while I'm making some supper on a Friday afternoon, Ben phones me personally to my home and tells me that I have been chosen for this position, and if I'm interested, I should think about it and then just to call him back. "You don't have to make a decision right now." I thought, Who is this man that is so personable and so interested in me as an individual?

Pam had worked with Ben for several years, and she too found that Ben treated people as individuals and supported them:

> He treats each person individually as they see fit. You know, as what that particular person needs in terms of support. And I think he works hard at that, at doing that. And he wants his staff to follow, to ensure that they follow him exactly where he's going with his vision. I think the vision is very clear, but we all have choices. If you choose, my feeling is—and I don't speak for anybody else—but my feeling is that if you work in the place, then you're a team player and you support what's going on. And if you don't, can't support it, then you should move on.

Pam offered yet another example of Ben's support for the staff in general and for individuals in particular:

> I think he's very supportive of staff, and one of the things he's done for a number of years is to have a staff party that he puts on, on his own. It's not a party that is provided by the school or by admin, whatever, but it's his party, and he cooks the food and provides the entertainment. And that's for us, to say thank you. I think that he deals with people how they need to be dealt with, so pat on the back for one guy or a note for another guy, that kind of really being tuned into each of the people that he has working for him.

And if staff or students were working at the school after hours on a school project, Ben's support was there. Sal offered the following example:

> If they're working there late at night he'll send out for take-out food and bring it back, pizzas. The support is there; it's just a given. He gives them the support that they require. Plus the teachers, he gives the teachers all the support they need, wherever he can. Plus with the administration, of course, it just went without saying that the support was there.

Attitude and happiness. Not only was Ben supportive of the staff, students, community, and the programs in the school, but he also fostered a positive attitude. His attitude, his enthusiasm, and his happiness were infectious. For example, part of Ben's vision was to make the school into a kindergarten-to-adult educational facility. The first step was to develop a junior high school. The first meeting with parents and staff brought about much uncertainty—uncertainty about how the parents would accept the school, or even whether enrollment would warrant such an extension. The meeting with the parents was a complete success! As Pam stated:

> When it happened we were all just going full tilt. No problem, we'll do it. Well, then Ben's with those parents, and he says, "I'm so excited!" I mean, the night he talked to them about seven to twelve. I have never seen him so happy because another part, a big chunk of the dream is happening. Well, when he's that happy you don't think it doesn't affect the whole bunch of us? . . . But then he's saying, "I'm not going to be happy till it's four to twelve. So that's going to be the next push." And that's how he works. So we could say, "Oh, God, let me off the train! It's going way too fast." Or you can say, "That's pretty exciting. Now I'm going to work really hard on this new part and let him get the groundwork ready for the next one because it won't be today."

This positive attitude of moving forward permeated the whole school and created a positive climate. As Art said:

> Keep driving ahead. That's a nice attitude to have permeating the school, isn't it? It's a great attitude. And that's the attitude I'm talking about, this very, very positive attitude.

Survival and success. Ben wished not only to survive this assignment, but also to be successful at it. Initially, much criticism was aimed at the school and at the direction that it seemed to be going. Ben was able to shoulder this criticism and maintain his focus. This strength was evident to Kel:

> Basically those are factors, the necessary ingredients, and it's quite true, I think, some very capable people that could run all kinds of schools might not have been able to do this and in this situation. To survive it. So thick skin I guess I'd throw in there too. Probably was very essential.

Ben found work an ideal means of maintaining his focus. Sam felt that Ben also used work as a release:

> Well, I guess sometimes to bring about transition, there's some people who thought it would be impossible. You have to do some abnormal things. I think in Ben's case that meant not normal working hours.

Another aspect of surviving the transition was to create a safe environment. Ben felt very strongly that school should be a safe haven for students, and, as Dan said, Ben insisted upon a safe school:

> Very safe. It's true, though. But they have a reason to feel safe because administratively they do a lot of patrolling. Teachers buy into the fact that they know the admin is going to be out in the halls, clearing the halls, kicking butt, whatever. So they help. So we get most of the staff helping out with that, and that helps the safety. It's a big building, too.

For several of the staff, the true measure of perceived success by senior administration was the academic achievement of the students. Thus, the pressure of ensuring academic success was also placed on Ben, because his school's results would affect the district results. Joe felt that

> some day when history evaluates how Jonestown Public Schools were operated in these last two decades, the bottom line is, how do your students achieve academically? That's the acid test, and the rest is flash and dash.

A school which had a record of strong academic achievement would obviously draw in more students. An increased enrollment would indicate that the school was successful, and this would reflect upon Ben's administration. Sam explained:

> I wonder if that's not how they [principals] are judged whether they're successful or not. If they can attract students to their building, they're a success; if they can't . . . .

Ben was adamant that the fine and performing arts programs be tied to the academic program. This value that Ben espoused was not lost on the staff. Lil offered an example of this merging of arts and academics when she described one of her students:

> She's a little bit of a performer. She sings and does everything else. And she lost one leg I think from cancer as a young girl. . . . But there is not a lot in *Threepenny Opera* that was, say, in the science curriculum. But in the social studies-English area there is quite a bit there that they can dwell upon and incorporate into their studies, so you bring it into your class. You talk about it. Students are informed about what's going on. So it's not "them and us" at this school; it's not academics and arts. It's "we." We're all together in this. Those kids are in our classes, and our kids are in their classes, and so we need to know what's going on in all areas. And some people say that communication is not that good here, but I say it's very good. Why? Because there's so much going on, and it would be really tough to get everything out to everybody all the time every day. There's always things going on in all the classes.

Knowledge. Another subcategory of basic human values is knowledge. Ben was knowledgeable in many areas. His awareness of the issues made him an informal leader among his peers, as Lil illustrated:

> If you talk to people, like when he goes to board meetings or these principal meetings, he's the guy that everybody looks to because he's the guy that does his homework. He knows what's going on, whereas other principals just kind of sit there and dunk their cookies and drink their tea. Ben's the one that's on the floor. He's very, very wily; he knows; he does his homework.

Part of Ben's vision involved Alpha's becoming a computerized and technologically advanced school. But because he knew the strengths and pitfalls of computerization and technology, he was able to incorporate these components into his vision successfully. Dan offered the following explanation:

> That's the whole thing about the vision, because, well, we have some schools here that started off with this "We're going to be a computerized and highly technological school, bam, bam, bam!" They die; they absolutely die, because the person running the place doesn't understand how to use the technology that's going to help kids learn. They don't see a long-term vision for it. I guess that's what Ben does. And in reality it's a small part, but an important part if you can somehow get it. It can really help individualize instruction probably, and if you have the right technology, it's tremendously very helpful. I've watched our Math 31, 30 teachers up there. It's kind of neat, because everything is networked. So the teacher, if he wants to draw everybody the same problem, can just make that happen.

Lil observed that to ensure that computerization became a reality in the school, Ben insisted that all staff become computer literate:

> You have to use it in all areas, and he has worked towards that. Number one is training the staff, all staff. Not computer teachers only; all staff. So in our school, for example, in my department, nine out of ten of us are computer literate. One person is just starting; they've taken an inservice already. We support that. That's P.D. And they go and they take the inservice. They get on board. So everything will be done computerized, so when we do our teaching, our planning, everything is computerized. Why do we need to do that? Because we teach that skill to our students also in our classroom.

And, as Pam explained, Ben became aware and knowledgeable about every aspect of the school:

> He's always thinking, always looking at any situation or any idea from lots of angles. Always looking after things at whatever level. I don't think there is anything too small in the building for him to worry, for him to be aware of or to have his finger on. So he's concerned about every aspect of what goes on here. Every aspect. And he's knowledgeable about every aspect.

His vast knowledge, his vision, and his belief in himself enabled him to make decisions quickly, as stated by Sam:

> But with Ben it was instantaneous. He was really good at making good, sound, snap decisions. And he didn't have any fear of making them, you know what I mean? He'd make a decision.

But, as Sam elaborated, Ben would also be willing to change his decision if he felt that he had made an error, and some decisions were longer in coming:

> He wasn't afraid of admitting that he had made a mistake and that he often changed it. You could always tell when he wasn't sure, because he wouldn't say anything. He'd just look at you, and you'd get some sort of

> comment like "We-e-e-ll," and then he wouldn't say anything after that. So you knew that he was mulling things over; he wasn't confident in what he was hearing. Sometimes the decision would be three, four days coming. And yet, invariably, whenever he took a long time to make a decision like that, he knew something we didn't. There was something he wasn't sure about that we didn't even know about. And then he'd make a decision on that. When he made a decision as a principal, we didn't question it. We may have asked why he came to that conclusion, and he may choose to tell us, but a lot of times once that decision was made, that was it.

Summary

Perceptions by the staff indicated several basic human values, such as knowledge, mutual respect, sense of meaning, and so on, which were evidenced in Ben's decision making. Although some decisions were instantaneous, others required more thought. However, the decisions were not carved in stone and could be modified. It also appeared to the staff that the decisions were tied to the vision that Ben had and were based on his basic human values.

Social and Political Values

Introduction

The second category of values, social and political, tended to be based on communal norms and professional ethos. Several statements in this category reflected a concern for balancing individual and group interests. Within this category, eight subcategories were identified.

Due process. The change in the focus and direction of the school required time. Part of Ben's vision was the inclusion of a junior high school as part of the entire school structure, but to develop this concept, all conditions had to be met. Kim saw this process at work for the development of the junior high:

> I know that the first year that Ben was in the school he was definitely labelled an agent of change, but he didn't have any idea of how big a change it might be. And I think that makes people uncomfortable. And so the only way you can work for ten years and change the comfort level

> is to be really up front about as much as you understand yourself about what that change means. Ben didn't know everything he wanted that first year. He couldn't possibly have known. But as he knows more and more about where—I can't believe him. We get a junior high parent meeting which happened in June. This is amazing. He wanted junior high arts, and he was right. He didn't get a lot of support above; he just kept finding the people to believe it would be good for kids and getting them talking to each other and waiting for the political feeling to be right. And he just doesn't take the iron out of the fire. And all the time saying to us, "Now, you'd better be ready, because this is going to come some day. And no surprises." So when it did come we all knew full well there would be more work on our desks. We were so excited about what that meant about the kids that would get this different opportunity. That's why I think the teachers were excited, because they let me in, let me teach some of the junior high too. That isn't felt everywhere. Most people feel going to junior high is a big step down.

When the inclusion of the junior high school program became a reality, it was heartily endorsed by the staff. As Art stated, the expectation of these students was very high:

> We expect an awful lot from those junior highs. By the time they come to Grade Ten, I think that there will be a certain kind of feeling that will permeate to the rest of the school. They will form a kind of nucleus of what we think junior high should be. We're excited about junior high. They've been totally accepted by the staff and everybody else that we're going to have the junior high school here with an arts focus. But I think that these are not really the kinds of kids that are your typical junior high kids that kind of come from the neighborhood schools. These are kids who have a focus from home. They've already been involved in some kind of fine arts-performing arts program.

Although the integration of the junior and senior high programs was a long-range goal, Art felt that integration of the program would occur:

> We're looking towards that. I think we still have a long, long way to go. But I think that in junior high school, for example, the concept of the humanities in the English and social sciences, for example, is a step towards that.

The process of making the junior high school students aware of the program at Alpha took time. Pam was in charge of this awareness campaign:

> A big part of it was getting the message, getting it to people that mattered. The junior high students knew what was going on here. Using the video, using the posters, using the course-selection books. I worked darn hard in making sure I got into every one of those junior high schools. And that took quite a few years to get to the point where now they phone me and say, "Can you come on such-and-such day?" That's part of it.

The integration of a junior high school program into Alpha was a long-term process and involved many different factors, but it reflected Ben's concept of 'how things are done.' There is a due process for everything, included the decision-making process. Pam explained:

> It's a line organization, without a doubt. The decision-making process goes through a line, but you can, as an individual, approach anybody for advice and assistance. There are the weekly staff meetings that we're all aware of at the beginning of the year, as there are department-head meetings. Those are all laid out at the beginning of the year so people know when they are. I think he's very clear about those decisions that should be made either as a school or as admin, at the administrative level, or the fact that he's involved at the staff level, and he's also very clear about the ones that he makes on his own, that are clearly his decision.

Many of Ben's decisions involved some risk taking. However, the risk taking was a calculated risk based on Ben's knowledge of the situation and his preparation of the groundwork to minimize the risks. Sal offered an illustration of this:

> The other thing that Ben is a master at—and I mentioned risk taking in terms of a financial kind of thing—but there's all kinds of other risk taking going on. Sometimes when you initiate or put in place a program such as Alpha has, particularly in the early stages, there are all kinds of rules and regulations and policies that get in the way, be it public, Alberta Ed., and so on. And there are times when things are done that, really, if you were to go straight by the book, you can't. And then we all do a little bit of that, but not to the extent that had to be done at Alpha where you used courses, course codes. . . . But my observations were always, which was quite interesting, that Ben would do the leg work first and often in very informal manners, and it might be lunch with the Minister of Education to talk about his school. And then it could happen that a supervisor or an associate in our district said, "Ben, you can't do this kind of thing." Well, he would have already covered the groundwork at a much higher level. So it wasn't blind, foolish risk taking. There was work done with people on an informal basis, and if anyone ever wanted to push it, he had the bases covered first of all.

As mentioned earlier, the program did not suddenly emerge. Much of the groundwork was done prior to Ben's arrival. Art explained:

> You see, I don't know really how the inner workings of things are. I can tell you, though, while the previous principal was there, for a number of years prior to the actual changeover there was work being done to have a strong arts component in the school. I can remember a person writing proposals. I don't think the system at the time was quite ready for that yet. I'm not sure if the proposals were written in the form that seems to be the vogue with our central administration right now. . . . And yet the

> vision was there, and the unfortunate part is, we all know the previous principal loved athletics, and wherever he is teams are going to thrive, and he's going to make sure they're well taken care of. And sometimes what people forget is his other love is the arts. He himself went to university on a music scholarship.

When Ben took over the school, many fears and concerns had to be addressed. Sam mentioned the fear that other administrators had regarding the possible loss of some of their students:

> When Alpha first came on stream with this performing-visual arts stuff, it was pooh-poohed in a lot of places, but there are a lot of people running scared because they figure they're going to rip off all of the best artistic talent in the city. Well, that never did happen.

Another fear expressed by Art was the possibility of a diminishing arts base of students:

> So there's a drawback to it. From the individual's point of view they get a chance to develop and flourish in the area they like. But from a societal point of view it's questionable, because if you've got a kid who is really interested in drama in another high school, he might influence three or four of his friends to get involved. But now he's not there, so these three or four friends aren't going to do it. So the arts community perhaps shrinks because of it. Instead, I think we believe that's expanding it. It could be in fact shrinking.

Still another concern involved the teaching staff. A different program meant different students, and, as Kel pointed out, this had an effect upon the staff:

> And then, of course, you get to the revitalization, as Ben will call it, of the new Alpha. And now, of course, some of those kids at risk no longer fit into the vision of the school, and then to look at the effect that had, if those kids could no longer be there, if a new clientele had to go along with the new Alpha, it also had tremendous implications for staff. You know, and because we had were fine, many of those teachers for the kinds of kids we had. Now all of a sudden you're looking at a different breed of kids. While I can maybe teach the lower levels of whatever the course is and handle kids very well, that type of students, now all of a sudden you've got kids that are much more academically inclined, and guess what? You need more top-notch subject-area teachers. You see, as the different kinds of kids came in, they demanded different kinds of teachers. So a lot of the teachers that were there were not relevant to the school needs and were declared surplus. They got jobs in other parts of the district, but they weren't at Alpha. So, as you know, the welding teacher or autobody teacher was leaving; teachers that were capable of teaching the academics or the arts were moving in.

Ben understood that staff changes were necessary if he were to achieve his vision. This understanding was passed on to the staff and to the community.

Ben also saw a performing and fine arts-focused school as having a positive impact on the community. In Pam's view, this focus created a positive attitude in the community:

> I think Ben sees a vision of this particular school as being a focal point for people in the arts, for people who want to dance, get involved in music, and it's working. And so it's meeting the need of the community, but it is also creating in the community a heightened awareness of the performing and visual arts. And so there's more going on in Edmonton than there was ten years ago, and some of it has to do with the fact that we're here and exist, and we're pumping these quality kids out. And it's interesting that it took something like that to all of a sudden bring about a major change in perception or attitude or what not.

Citizenship and community. Ben's involvement with the community extended beyond the school being a focal point of the community. It involved Ben being actively involved in the community and, as Kim pointed out, made for a positive mutual connection:

> And so that's a real good link. The other thing Ben does, and the rest of us to a lesser degree, is that there's a real sense of networking with the broader community. Ben sits on about six councils. He's been on God knows how many boards of Alberta Ballet, libraries, and the Harbin Society. He doesn't do that because he doesn't want to have a life; I believe he does it because it works for all of us. If he's connected there, then those people know what we're doing, and then the spinoff is good. And you can't go anywhere in the arts circles without having people come up and talk to you about what you're doing. And if you saw the class lists of where we're pulling our junior high kids from, you can see a lot of the connection between all of our networking.

This involvement with the community gave both Ben and the school a high profile.

Respectability. Ben was very concerned with gaining the respect of the educational and general community for his school. He insisted upon the highest standards in the school. Pam related how these standards were applied to arts performances in the school:

> I don't think it's in question any more or discussed in that way. I think we're on to the next thing now. It's not any more creating a magnet school; we have a magnet school. It's now the junior high program, it's

> the next, and that would be the last. Everything is done to the best, the best it can be done, so there's no second-rate performances. I think that's the expectation of all of us. I think we all work to a standard. And you wouldn't do anything less than absolute quality.

The concept of respectability included an emphasis on the academic aspect of the program. One part of this was introducing Advanced Placement courses into the school program. As Sam explained:

> It's important to Ben that the school not be looked on as just being a performing-arts school where academics are not important; that it is important. That's why it was one of the first schools to put Advanced Placement in, in a big way. Yeah, and so you had to have courses that were challenging. You've got to have not just an Academic Challenge course; the kids want to see some benefit of going through a more rigorous academic course. The payoff was an opportunity to write these AP exams and get an honors standing.

Ben had a strong belief in the relationship between attendance and academic success. As Sam stated, Ben instituted a process to monitor attendance:

> And yet Ben was conscious of the academic standards in the school, and we did an awful lot of work in terms of trying to improve the academic standings. That's when the big push for attendance came in, and they still hire two people, two or three people, to come, starting work at about three-thirty to four. Every evening all the parents of the Grade Ten kids are all phoned if there was an excuse. All those parents are phoned, and then on different nights, alternating nights, all the Grade Elevens and Grade Twelves would be phoned, and they're all phoned by a person. There's a lot of ways to let parents know the child wasn't in school that day.
>
> He knows; he takes the time. He reads attendance reports every night. Every night. He knows who's missing. He will call them into his office, scare the bejesus out of them; and he can be incredibly supportive, but he can also be incredibly hard.

Sam felt that this process of following up on a belief enhanced the staff's respect for the administration:

> If the teachers have that faith in you as an administrator putting the foot down when it has to be put down or working with the kids and trying to keep them in school, trying to get them back in the classes and things like that, and if they have faith in what you are doing, then they let you do it.

It becomes apparent that the actions of the administrator must echo his words and perceived values if the staff are to buy into the vision.

Tolerance. Another value that Ben espoused was tolerance, accepting individuals for who they are. This value and the accompanying behavior carry over to the students. High school students are very apt to form cliques such as the jocks (athletes), the nerds (academics), or the artsies (performing arts), and to stay within these cliques. This was not the situation at Alpha. As Kim stated, all students were accepted by each other:

> There's a high level of tolerance and understanding in this school. That's what I got from some of the kids, talking with some of the kids here about the fact that they were saying in junior high they sort of felt odd, and they come here and they're one of the crowd. I walk through here sometimes at noon hour just to have a look at it, to see the kids sitting on the floor in different groups, and you don't have nerds here, the academics over here, and over here you have these guys and this couple over here and this guy; just mix and match. And I'm talking about in the academic wing.

Whereas the individual's dress, beliefs, strengths, and interests are tolerated, certain behaviors are not tolerated. Dan explained Ben's stance on certain unacceptable behaviors:

> He has a tolerance level to a point. And then, I don't know what his bottom line is; just like any kind of a parent, "You cross the line . . . ." He has all kinds of different sanctions involved, from suspension to a variety of community service or big-time dressing down with the boss. Kids don't like that very much.

Very early in the school year students were made aware of what was expected of them. Dan explained:

> And we have certain expectations from the kids here, and that's what you have to do. Well, they have to behave: "You've got to go to school, and you've got to behave. You don't want to behave, go away."

As Joe pointed out, Ben took a certain action, keeping the halls clear, to illustrate what he would and would not tolerate:

> Well, I suppose that if I think back, the thing that Ben wanted immediately was clear halls. And that was not a big thing for the previous principal. For Ben, you're either in a classroom or in a cafeteria. And I think that set the tone, because it was still the same clientele. So I think that's a symbolic gesture, but it carries over into other classes in the school.

Ben also modelled this tolerance to the staff. Lil offered the example of Ben's accepting that different staff had different preferences for computers, technology, or teaching styles:

> We have to model what we are going to be teaching, so we need to have those skills ourselves, and he supports that. Right away when I came, I was the Mac person, when I got here. And we were heavy on IBM in the school, and immediately when I came I said, "Well, is there a Mac for me to work on?" "I think there is one in the library," and we had one for curriculum coordinators to use. I said, "Oh, okay. Are there a lot of people who use the Mac?" Well, he wasn't sure. . . . I was concerned that we wouldn't have enough time, enough computer time for all of us. Well, within a month Ben had ordered Macs for each department, one Mac for each department, because there was an indication from the staff that this was the kind of computer that a lot of us would be using for a lot of work. . . .
>
> Most of the teachers now are very computer literate. In my department, you know, they can inservice people; they're that good. . . . They have helped with other departments to get these computers on board, and Ben supports that. He is not the most totally computer-literate person himself, and he admits it, but he sees that it is a good thing.

By the principal's modelling the acceptance of different preferences, the concept of tolerance has become ingrained in the life of the school.

Participation, cooperation, and sharing. Another subcategory of the social and political values category is that of participation, cooperation, and sharing. Ben created a climate of trust and sharing, and he modelled this. Teachers worked to help each other, as Kim explained:

> My door's open. I feel that if students are feeling that the load is getting heavy, pretty likely the teachers are feeling that the load is getting heavy. And we have, I think, got an incredible group of leaders in our department heads, and I would meet a lot with my departments heads about, What do we do about goals? and Where are the stress points? and What can we do to accommodate it? and What are people feeling good about? So I think we do. I can't tell you that it's mandated, because it isn't, and you can't mandate your teachers to be nurturers. Lots of teachers are not comfortable at the high school level teaching anything but their subject. But they have through modelling, through seeing other colleagues working, through counsellors going in and working with them with kids. We've done a lot of very successful P.D. work here with our staff on effective team building in the classroom.

Kim went on to explain how Ben shared his vision with the staff and helped them understand it. By involving the staff in developing the vision, they then became owners of the vision.

> It is communication and sharing it. You have to know what you're doing, and you have to make sure people understand, and they have to be able to see it. And they have to see the broad ownership of it. If it was only one person's idea, nothing would happen. If Ben believed in it and didn't share it with the rest of us and get us all involved and give us chunks of it to take and run with, it wouldn't work; it just wouldn't. It's everybody's dream, and everybody gets to run with you. You can't believe the teachers who are in here saying, "Can I teach more than that over there? What's happening to junior highs? Let me see the list. I'll call them at home this summer. How many more have registered? They haven't lost interest in the high school."

The staff's belief in the vision and involvement in it took different forms and, for some, caused reflection. As Kim explained:

> You get a hundred and twenty-five of them together, you've got a different breed, and that's pretty exciting. It will bring its own issues, but they'll be fine issues. The staff's really ready for this. And the staff who didn't want to teach in the junior high come to see all of us and say, "Look, I want you to know I really believe in this, and I really think I'm better at the high school level. But if I can help . . . ." Yeah, good. We're not putting somebody into junior high who doesn't want to be there. So I think change really lets staff sit back and assess where they are and say, "How do I fit into this picture?" There's a lot of reflection that goes on when you go through this much change. It's good; I mean, it's good for professional practice.

The cooperative nature of the staff was modelled by Ben. In his dealings with senior administration, Ben modelled two components, discussion and sharing. Kim gave the following example:

> I just think if you work with somebody who works fairly with the people above him and will ask questions and listen to answers, he gets given guidelines, but he believes what they're telling him. But there's always room for discussion as far as Ben's concerned. And he's not afraid of answers. I think the biggest thing there is that he feels that he's in a partnership with these people, so it allows room for negotiation right then because he also accepts their vision of what they want, and they seem to respect his.

Ben led by example. He modelled the behavior and attitude that he wanted. Pam illustrated this modelling with the development of the dinner-theater concept at Alpha:

> I don't know how many years ago, maybe four or five years ago, we decided that as part of the spring performance we were going to have a dinner theater. And so, okay, he wanted it, and so he made the initial—he did it. He planned it and organized it, and he was there with the students in the afternoon setting tables to get it going, because this was his idea and he wasn't going to ask anybody to work harder than himself. So he spent the time developing it, nurturing it; he likes making sure it is the way he wants it, and then he can let somebody else take it from there. What I'm saying here is that he knew what he wanted; he went out, he started doing it to model how he wanted it done. But how many other people do you know, how many other places have you worked at, where somebody says, "Okay, we're going to have this, set up whatever it is, and that's it, it's up to you"? And then they say, "Well, that's not exactly what I wanted." So here it is, he does it. Models it and then passes it on to somebody else, and he keeps on supporting them. He sees it, he develops it, he models what he wants done, and then other people come along and they start following him in the same footsteps, and that's why it gets done the way he likes it to be done.

The participation of and cooperation with the community were also aspects that Ben tried to foster. As Pam pointed out, this is a two-way street:

> He works hard at having the community involved and being part of the community. He's involved in a number of committees that are community related, as well as school things that are part of the school. And he has in the school a parent advisory council and our arts society council committee.

This involvement by Ben with the community has spread now to include the students and staff. Art explained how one academic program would involve the students and the community:

> Next year one of the objectives that we've set ourselves for social studies is for kids to become more involved with the community. Instead of just studying about poverty and things in the Third World, we're going to see what it's like on 95th Street. We're going to want some of the classes to get involved with one of the agencies and stuff like that, to go out and sort out socks and shirts and things at the Goodwill Center and stuff like that.

The community members continue to participate in school programs and share their expertise with the students. According to Art:

> There would be a guest, a director that may come to do a workshop; or in art, for example, they will have an artist that will come in and do some work with students. They have a showing in the art gallery, and in addition to that they have private workshops for the students. There's lots of staff that are involved in the community as well as in the classroom, professionally in the community, so they're acting or directing or producing as well as instructing.

Art continued to offer examples of how the school participated and shared with the larger community. One such sharing involved staff and student cooperation to assist a touring group from another city:

> We had every student in our school, and everybody cooperated. You see, now here's where, for example, the arts and the academic come together. These people from Vancouver, this performing-arts group, presented something called *Canadian Stories*, basically based on immigrant kids and the attitudes of immigrants and the development of racism and intolerance and so on. I made sure that every kid in our school saw that. Full support of the administration. We had booked that place, we organized a major meal for them, we had the whole troupe billeted, . . . with full support there. It was great. And we just did that because that's the kind of thing you do in a school like this.

Another example of total school involvement and participation involved the hosting of a major convention at the school:

> But you see, conventions are held in hotels and things like this. Not this convention. It's going to involve kids and it's going to involve a whole pile of other people. It's going to involve all kinds of businessmen that we're going to pull into the schools. It's a whole new idea, and I think it's going to work. It's exciting.

Not only have the staff assumed ownership of the school programs, so too have the students. Sam recalled an incident where a student demonstrated to guests that he was in charge of this aspect of the program, and he intended to do his best:

> Well, when we had our gala opening at the end of my first year there, sitting on stage was everybody from the deputy minister on down, and Ben was sitting next to the deputy minister and next to some other people. While I was introducing the guests on the main stage and introducing the different things that were going on, they were just so impressed with what was going on on the stage and how tightly it was choreographed. He had fifteen-year-olds coming up to us, and here's the deputy minister of education that people were bowing down and kowtowing to. This fifteen-year-old kid walks up there and says, "Now, when I give you this sign I want you to move from this point to this point and get off the stage." Didn't bother him that he was a deputy minister; all he knew was a

> walking body on that stage and he had to do certain things at certain times for my program to run well. [Ben's] been able to convince everybody that is there that this belongs to them.

The feeling and pride of ownership permeated other aspects of staff involvement in the school. For example, Art was determined to do his share in managing the budget:

> Well, we're like everybody else. We're going to be in a real tight squeeze here in terms of money, in terms of programs and so on. We all realize that. I sat down with my department and said, "Okay, how can we cut twenty percent of everything we are doing right now? Everything." Well, we just do it. . . . Nobody, nobody bitched and complained. We just had a job to do. There's twenty percent. That's the way the world is, and we'll do it; we are going to do it.

The feeling of ownership by the staff fostered an air of cooperation within the school. Dan felt that the staff were involved in all aspects of the school and that their ideas were welcomed:

> But at the same time, people that I know very well here, that are friends of mine, say that they really appreciate the admin here because they don't do it as a top-down administration. Everybody's involved in decision making from the budget process through development of whatever, TV to the basketball tournament to whatever. People are involved in the decision making, and they don't feel like it's just us telling them what to do.

Art gave the example of developing a course on the Asia Pacific based on the conference that Alpha hosted:

> Absolutely, it's open to new ideas. I thought the Asia Pacific was important, so I said, "Let's develop a course and go for it." So we're not stopped in doing things. If we have good, constructive ideas, then the decision is made to go for them.

Sam too found acceptance for a variety of ideas:

> Yeah, all kinds of ideas of your own. With some schools I've been in, [if] you come up with ideas of your own, they just never get put into place. There's always a brake on them, always a block in front of you. With Ben, he just looks at you and says, "That's stupid, that's really crazy; let's try it." Probably the first school in the district with a satellite dish on the roof—not just to hook up to TV so we can watch sports at noon. He's got ideas of downlinking information from satellites. We have these cross-nation conferences with the kids in the dance studio, for example, talking with leading ballet instructors in New York. He's got all these ideas.

Although ideas and participation were welcome elements at the school, Ben insisted upon some justification prior to putting the ideas into practice:

> "How can you justify doing that?" Not that he would put you on the spot and say, "How come you're doing this?" It would be, "How can this be justified?" And you'd give him your ideas, and he'd weigh those ideas and he would say, "Well, okay, let's try it." So you would go ahead with a low-enrolment class. And if it didn't work, a year from then he'd be saying, "You know, Sam, we can't do that again." But he would never come back and say, "You're wrong; your ideas were based on faulty information." He never, never pinned blame on you. I mean, it was a wrong decision, but it was a team decision. We goofed. We won't do it again.

The implementation of these ideas was a team decision, and Art concurred; the school worked as a team:

> I think that in this school there is a feeling of working as a team. There's a positive feeling. There's a positive feeling of getting things done.

The subcategories of participation, cooperation, and sharing are values which tie in to the vision that Ben had. Staff volunteered for duties if these duties would advance the achievement of the vision:

> Ben has a vision. I had been looking back at administrators that I had had over the years, which ones were very effective and which ones weren't. This is an example of a total visionary. This man knows exactly what this school is going to end up being like. And it's getting there; we're just about there. We're getting a clientele of students who are artistically oriented and also academically strong. He wants to build up the program from a Grade Seven level, because that will feed into our high school. We want those literary types coming at the junior high level so we can work on them already. And we have some teachers who have volunteered—can you imagine that?—teachers here that have volunteered to teach junior high classes. Where do you know of high school teachers that would volunteer to teach junior high?

Solidarity. The cooperation and sharing amongst staff created a feeling of oneness, an identity and a solidarity. This solidarity created an atmosphere which was positive and encouraged staff to work together. To facilitate the intermingling of staff, the staff room was converted into offices and staff were encouraged to use the dining room. Sam explained the effect that this had upon the staff:

> There's a lot of talk between teachers. They don't have a staff room there; they have that common dining-room area. And I think for that school that's exactly the right thing because it forces teachers to congregate in one place. So at any given lunch time you'll see drama teachers sitting with science teachers sitting with math teachers. The next day you'll go there, you'll see them all mixed up and sitting with different areas. So there's a lot of ideas to deal with. You don't hear as much bitching at those tables about this kid and that kid and the attendance and all the rest of it. It is a lot more of the positive things, what this kid had done or something like that, and some teacher will say, "Yeah, but the attendance in my English class . . . ," and then the drama teacher, "Yeah, you should see what he's going in"; a lot of positive stuff. Lots of it going on. It makes it a real pleasure to sit down there, whereas with other schools a lot of times [if] you go to a lunch room and sit down, you start talking shop.

Art went on to say that this was not a forced intermingling, but one of mutual cooperation:

> These teachers are not being forced to do anything that they don't want to do. They are accepting these challenges. Another thing here is, because Ben is a very personable person—for example, this dining room looks very empty right now, but Ben comes in about eight o'clock, and there'll be about six of these tables filled up with staff. Six times about eight people, that's about forty-eight staff who will come in the morning and have a cup of coffee and chat, and it's all intermingled; you don't sit in departments.

Although it was a mixed staff, Lil found the morale to be very high:

> But it's not that morale problem. You just don't have that concern here. And it's a mixed staff. There are some people who have been here for quite a number of years. They have gone through the transition of the school. They have seen the school during trades years, when we had such a heavy trades and services program. And then we have some people who have come on board later. And then we have some new people who are totally new to teaching; we have some new teachers.

Sam was of the opinion that it would be very difficult to change the focus of the staff. Even though the staff had a strong mix and were very strong individually, the cohesiveness that they had as a group would be difficult to break. Sam also admired Ben's ability to maintain and foster that cohesiveness:

> So I think that by the time Ben leaves that place, it would take a lot of effort to undo what he's done. It's easier just to go in there and maintain, and of course what you're maintaining is the best program in the city, and some of the best teachers.
>
> I'll tell you something else. You take a look at some of the teachers that are in place there. Dynamite teachers; very, very good teachers in what they're doing. It's like putting together a really good volleyball

> team: The better your volleyball team, the bigger your ego cases. And it's the same with the teaching staff there: The bigger the teachers are in these areas, the bigger your ego cases are. And it takes a lot of talent to manipulate the talent of the teachers and to avoid all of the problems that can come with it.

The solidarity of the staff was very important when it came to carrying out a decision. Because the staff were unified and the power was shared, everyone felt supportive of the decision, or at least felt obligated to support it. Art likened this to a parliamentary democracy:

> I think that one of the things that is attempted to happen in this school is, the power is kind of shifted down in the sense that you have a principal and administration. And then it does. The department heads or curriculum coordinators are given certain kinds of responsibilities and powers, and the teachers are expected to go through that line approach.
>
> I'm not sure, ultimately, when a decision is made. It's like having a solidarity. When a decision is made, we may bitch and complain about it at the initial stage of innovating something. But once the decision is made, then I think we're expected to just kind of be there and make sure that that policy is carried through. It's the concept of cabinet solidarity that works in parliamentary democracies.

According to Art, this feeling of solidarity also extended to each department:

> And that same kind of feeling is there in the department. So, for example, I've just gone through the performance-appraisal reviews for my department, and the staff are expected to make a general comment. It's really interesting. You would be interested to hear the kind of comments that are made: the feeling that people work together, that it is a good place to work. So generally there's a feeling of contentment here, and so people enjoy coming here and doing work.

Loyalty. As is the case with most leaders, Ben demanded loyalty from his staff. This enabled him to put his imprint upon the school. Joe agreed with this perception:

> I think Ben demands loyalty from his staff. And there's no question as to whose footprints are on this school. It's Ben's.

Joe made the observation that when Ben first arrived, all the staff did not agree with him. Therefore, he made changes and gathered a staff which was loyal and shared his beliefs.

> I think that's where it started. And I think you have to get people who also didn't buy into the program, because there was a tremendous changeover in staff—not necessarily better staff, but different staff. And he made the appropriate changes which have—of course, the word has gotten out and everybody else is focusing in towards that kind of thing. And I gather he works on his staff the same way. He wants the staff to follow exactly what he's doing. You bought into it. And some of us that have seen the old with the new, you can't resist it. If you resist it I think it would be very, very frustrating, because now this is a good place to teach.

Dan shared this perception that Ben demanded loyalty:

> He really demands a lot of loyalty. You can't have sabotaging. You can't handle it. It's a cancer in the organization; you have to move them.

Sal too found Ben adamant about the need for loyalty from his staff. Ben expected his staff to follow him or to leave.

> He demands loyalty. You can't have it any other way. . . . Of course, there are all kinds of leadership, and some leaders are followed because the troops believe, but in other cases most leaders have to realize, "I'm not going to get all my troops to follow; I'd better change troops."

Sal felt that this need for loyalty was common to all successful leaders and influenced others who worked with these leaders:

> But I know his saying was always "Get on board or get off." He didn't have a whole lot of patience for people that didn't—I mean, he demands support, as I think any highly successful person does. We look at the former superintendent and we can say this or that, but absolute loyalty. And if it's not there, get off board. And then, of course, that does influence those that work with you, and it eventually filters down.

Justice. Decisions affecting the school were grounded in a belief of what was just. Often the decisions were unpopular because of their consequences. Sal recalled how upset many of his colleagues were when Ben decided that Alpha would accommodate students only in its catchment area in the trades and services program:

> When Alpha had the negative image, it was very easy to forget that they were taking care of kids like Beta was, that really needed an Alpha. And I clearly remember my colleagues at other schools being somewhat upset that Alpha was changing to an arts school, because they could see what was happening very quickly: "You mean we can't send you these kids any more? We have to look after them ourselves? We can't send them to Beta, we can't send to—where do we send them?" Well, guess what? Take care of them!

With the phasing out of the trades and services program, Ben had to make more unpopular decisions, and, as Sal pointed out, these decisions impacted Ben's staff:

> Then, you see, the trades and services program was phased out by the district, so that program disappeared, and there were a lot of extra courses cancelled. There was a lot of streamlining done. Staff was cut back.

However, Pam justified Ben's decisions:

> But he's still probably making decisions based on what's best for the student.

Doing what is best for the students was a central thread affecting all decisions at the school. This underlying value had an effect on how decisions were made at other schools. Kim offered a concrete example of this concept at work:

> I've sent kids to the program at Delta who want that approach to theater that only he can give, which is not what we give. Let's be honest about it: We do things differently. And those kids were very successful there. It was the last course they were taking, and they wanted that approach, and very, very academic kids. One of them came back and said, "That was a really great thing you suggested." I said, "Well, I knew that. I knew that that would be the person that would take you," and then he went into journalism somewhere down in Eastern Canada. His parents had been the strongest pushers in our arts society. No problem if the kid didn't take that last course here. They had two others who went through the system and had gotten so much, as well as this kid. So I think we have to know what we're about. All of us. I think Ben pushed the other high schools with his vision into taking a much stronger look at whether they were giving kids a fair crack in options.

The strong sense of making and accepting just decisions also affected the relationship with senior administration. Ben fostered the belief that the school and senior administration were working together for the benefit of the students. Kim illustrated this point:

> [Ben] will come back, and if there are things we wanted to do that just can't be done—because the policies are very straight, and that's the way it has to be for a good reason—we're very good about saying that we have to make this our own, and we have to make it work. And there is no "us and them" around here; we're in partnership. And let's make sure we know what they want and why they want it, and they have to know why we may question it, and then let's go on. We don't build up walls against them. We have to work together or the kids will lose.

Although Ben was ultimately responsible for the decisions that affected his school, the decisions were made with the students' best interests at heart. As Dan said:

> He doesn't want the praise; he does it because he thinks it's the right thing to do.

Summary

The staff felt that Ben's political and social values, such as justice and tolerance, influenced many of his decisions. Although the decisions were ofttimes unpopular, they were shared by the staff and were made in the belief that they were just.

Moral Values

Introduction

Many of the decisions made at the school had strong moral values as their underpinnings. Ben's formative years developed in him a strong work ethic and a very strong Christian moral ethic. This background laid the foundation for much of his later philosophy.

Caring. Ben felt that if the individual felt involved and had a stake in the process, he or she would be more committed to the school and to a vision. This ties in with his belief in the value of people. Sam felt that this belief of Ben's involved every individual in the school:

> Every kid had a stake in it. Every teacher has a stake in the place. Every administrator's got a stake in the place. He really believes in the value of people.

Pam saw this involvement as a chance for everyone to contribute to the school, and this contribution made people feel important and needed,

> because you know that you could contribute because everybody that works with him contributes. There would be that opportunity, which I think is really important. I don't think that a job should just be marking time. He makes you feel important and that you are contributing to what the plan is.

> You keep on working because it fits in with your own personal idea of involvement and participation and work.

Ben ensured that everyone's contribution was valued. Pam saw this caring by the principal as helping to make the school a place of mutual respect:

> I think it's a very respectful place. We're very respectful of each other, and there's a very productive collegiality here.

Ben's caring certainly extended to the students. Throughout the year he assumed the role of a caring but fair parent. He worked in the school store, dropped into classes, checked on their attendance, and provided them with special treats at holiday times. But, as Dan said, these special treats were a very private matter to Ben; he did not want any praise:

> He does some nice things for kids at Christmas time, but it's a very private thing.

The students were very aware of the caring nature of the school's staff. Many at-risk students attended Alpha because they felt that they were cared for as individuals. Sal felt that this caring attitude added to the success of the school:

> I think part of the success, people kind of said Alpha is this and that, sort of in the negative way. I think it's easy to forget that the school also takes care of kids that really—I mean, you talk about at-risk—that nobody else wanted.

Responsibility. Closely related to the subcategory of caring is the subcategory of responsibility. An ultimate aim of education is to instil in students a sense of responsibility. As Kim stated:

> Ultimately, we want the students responsible for themselves, but I think we have to give them a model about how to balance all of that load. One of the things that we're really encouraging the teachers to do then is to become caring and nurturing individuals for the students.

Art agreed that the staff had a very large role to play in teaching responsibility. He felt that each department was responsible for the behaviors of the students within that department's domain. He also saw this concept of responsibility strongly modeled by the principal and the rest of the administration:

> But, again, part of that is a sense of pulling together by the staff. In our wing, for example, the social studies, we all look after that particular area. We just don't let kids get slovenly. We have certain kinds of rules, and after a while the kids know that. I mean, kids don't lie around the hallways; our hallways don't have a lot of people in them during class time; they're all somewhere else. So, in spite of the fact that we give the kids a certain amount of freedom, we also have very strong borders and parameters for those kids to work on. And that's where leadership comes in again. The administration is not afraid to walk down the hallways. You see them often just popping into classes, just walking around. So they become part of that school; they don't shut themselves off. And there's an office there, and they shut themselves away from where the major action is taking place. And there's an office there and they shut themselves away from where the major action is taking place. I've seen schools where some of the principals won't dare walk down the hallway.

Pam felt that Ben provided the opportunity for the staff to assume responsibility for various initiatives:

> There's lots of opportunity here to take the initiative, bounce new ideas off people and go with them. I like working with him, yes, yes. I guess if I took that more as a personal question, what I find most satisfying about a job is doing something particularly well, or knowing that you do it probably better than most people.

Dan agreed with Pam's perception, but added that often Ben delegated responsibility to the staff:

> That's the leadership team in the school. Everybody has a job to do, and the tasks are delegated, and people always having situations where they have to report back to the group on what's happening. And it's very business-like; you just go about your business. And Ben has a way of sort of getting the message across; you know, will put deadlines on it: "I need this by . . . "; "This is important"; "This is non-negotiable"; clarifies what's wanted. And so there's always an agenda, and you work through the agenda. There's the usual minutes taken and that sort of thing, but we get through the business of the day every time. It's not a random meeting or there's not a lot of meaningless stuff going on.

Although the delegation of tasks may have been subtle, the tasks were monitored to ensure their completion:

> He has a subtle approach, subtle but not subtle: "I want to see this in place"; "Let's make this happen"; "This is important; let's get it done." And it's always us and them, and if you've bought into what's happening, then you believe in it. And various other components, groups, people, individuals, whatever, will take that on as one of their responsibilities. As an example of that, one of my duties this year is to be working with computer-assisted instruction. I don't know anything about computer-

> assisted instruction. All right, it would be part of my task to ensure that happens. And he monitors it regularly.

Part of Ben's method of instilling the sense of responsibility in the staff was to be aware of not only the large picture, but also the details. Ben's ability to manage detail and to take responsibility for the detail was, in Dan's opinion, one of the reasons that Alpha was a successful school:

> [Ben] has an incredible head for a lot of detail. I think one of the other things that he's important is that, to many, schools are run by people who have no business sense. They don't understand the budgets. They don't understand the bottom line, and they let their budgets run out of control. And you know that's true in the district. I think one of the reasons we've been able to keep moving forward is that we never let our budget run away from us. He keeps a very tight relationship between enrolment and teaching staff. He doesn't play the nice guy: If it's time to declare somebody surplus, it's going to happen, it's just going to happen, because it's too destructive down the road. You just get killed. And there's lots of schools in our district that have paid that price.
>
> Oh, I think you need an effective principal or leader in any company or whatever. He has to have almost like a dog-with-a-bone attitude about detail. He kills me because he never forgets, never forgets. I can't believe the volume of paper that creates. In all reality the school wouldn't be here unless he was here this way, there's just no question about it. It doesn't matter how good everybody else is, without him there—and so that is the critical link. Having that commitment. Never met anybody works as hard as he does, anywhere, any time, any place. The amount of time that he puts into this place is mind boggling, mind boggling. But it's not a lot of people could do it, but he's very clear, and so to me that's the bottom line. If you don't have that person, you're probably not going to have that effective school, almost for sure.

Although Ben encouraged staff to assume responsibility for a variety of tasks, he did not shirk his job. Part of being an effective principal is to show responsibility. Art felt that Ben modelled this well:

> I think, in the finality of things, there's no question as to who makes the major decisions. Someone is responsible.

And that someone was Ben.

Courage. Beck (1984) considered courage as a subcategory of moral values. Leaders must display a great deal of courage in making many decisions, especially unpopular decisions. Ben was faced with many situations where unpopular decisions

had to be made, yet he never flinched. Sal recounted Ben's courage during the early phases of changing the school's focus:

> I think at that point Ben was in his element. And he was faced with some awfully, awfully tough decisions. Here he has to revitalize the school, but before you can do that, you've got to attend to the nasty things of changing staff and selling the school, which in itself is such a negative kind of thing to have to do. How do you keep the spirit up and actually move ahead and not get sidetracked by that negative part? I can tell you one year, that's when the trades and service kids were gone, that year, if I remember, we had to declare twenty-two teachers surplus. Twenty-two. And in addition, many support staff and custodial staff. So here you are, trying to revitalize the school and telling twenty-two teachers good-bye, and twenty-two represented a very high percentage of the staff. But it's not only that, twenty-two people, but everyone has some dear friends on staff who are unhappy about the whole thing.

In order to change the focus of Alpha, a principal who had the courage of his convictions was needed. Ben, who was the principal at Delta School, was seen by senior administration as a suitable change agent. Sal felt that Ben was chosen for this assignment because of his ability to effect change:

> I think something had gone on at central office where now they were looking seriously at it and probably took a look and said, "A change needs to take place. Who might be a suitable change agent?" And there's no doubt, that's what Ben is. Ben can sell you; he's persuasive, he's single-minded if need be. He can be tough enough to make a tough decision. So I suppose someone decided that he would be a suitable choice to bring it about.

Joe agreed that Ben had the appropriate skills:

> Of course, Ben's very strong in persuading others and getting the word out that the school was a fine- and performing-arts school and spreading that message far and wide. That's his strongest area, public relations, and then communicating his vision to not only staff but the community. That's where he's really strong.

Ben had the courage to stay with his vision of the school. Initially, the school was not meeting with much success, but Ben had the courage to stick with his beliefs. Joe recalled an earlier disappointment:

> You have to keep the long-term goals in mind and not get too upset, because you know it might appear as though a program isn't fulfilling its dream. So I think the long-term vision was never forgotten, and there were setbacks. My gosh, our diploma-exam results initially were horrific. I mean, we'd start off with Grade Tens, Social 10, I think we'd have

> about sixty of our four hundred Grade Ten students initially who were academic students. So you could get discouraged very easily.

This disappointment was overcome; currently, over 80% of the students are in academic programs.

Ben's courage to stay with his vision was also evident in the development of the junior high program in his school. Sal felt that Ben's tenacity was responsible for this program:

> Another thing about Ben is, he's like a dog with a bone, because part of his vision was that junior high. He worked for years just getting the message across. So when it was time, sort of, the time was right, it just kind of happened.

Commitment. It was an expectation of Ben's that staff and students were committed to success at the school. In order to achieve success, one must believe in the vision and work at attaining the vision. Kim felt that this most dramatic change occurred because of the staff's belief in and commitment to the vision:

> I would say the overall, total staff commitment and belief in what the vision of the school leader is would be the biggest change; that the percentage of those who understand the vision and buy into it fully and are enabling that to take place in every area of the curriculum and with the extracurricular, with the bottom line being what's best for these kids, is greatly increased from where we started ten years ago.

Ben's belief that students should be in their classroom permeated the school. Joe offered this example:

> There's no kids in the hallway. When you have a job to do, you're at the job; be it a craftsman or whatever it is, you're doing it. I mean, you're committed to what you're doing.

The commitment to completing a task to the best of one's ability created within the students a feeling of pride and accomplishment. Pam commented that

> there is a great deal of pride here, and it's probably as much a reflection of the cycle as it is anything, but school activities are very popular here. There's a strong student council and strong peer support and lots of interest in the school. A lot of it, of course, has to do with the performances and kids being here for rehearsals and so on. But there's other things going on in that, and the kids develop that feeling that goes beyond the classroom.

She went on to say that Ben modelled doing one's best, and this attitude permeated the school:

> "Be the best that you can be" probably permeates everything. I guess he does his best, and that's his expectation; that's what he models for everybody else.

The school atmosphere was one of activity and order. Students and staff displayed a commitment to success. The school exuded a sense of purpose. Joe explained:

> I think people could come into the school and pick up the climate very quickly, that there is a sense of motivation here and order. Kids aren't just doing as they wish. You have to be determined; you have to be patient. You need the vision, the patience, and determination to stick with it.

Sam felt that the student commitment stemmed from the teacher commitment, which in turn was modelled by the administration:

> The kids are committed to the program, and that commitment has to be built in somehow. The kids by themselves wouldn't make those offers. They do it because they know the teachers going to do it. The teachers do it because they know the admin is doing it. And the teachers know that if they don't make it all clear they're going to get support from the teachers, from the admin.

Ben understood that all staff and students might not have been committed to his vision of the school. However, he offered many alternative solutions to try to satisfy each individual's needs and to create a positive, productive environment. But there was a bottom line: If these solutions did not work, the alternative of finding a different school was always open. Kim offered the following illustration:

> A kid comes in and, look, I just can't take him; every time I go in there the hair on the back of my neck is up, and we're not going to be like this all year. There's the talk about, "You've got to learn to get along" and "How many teachers have you felt this way about?" and then we have a little go-round. And it's kind of productive for everybody. There's lots of teachers teaching Math 10 here. "Let's move you because there's going to be a kid in that other teacher's class who's going to want out anyway. But we don't want two hundred percent changes on personality."
>
> Sometimes a certain approach won't work, and yet Ben was very up front about the fact that this may not be for everyone. And the fact is, the leader coming in has the vision. As soon as you understand the vision clearly enough, you have to decide. Remember he used to say, "The train's a-moving. Get on board, or get off the tracks." And that was, to my way of thinking, an excellent way of setting the tone, that you can't be

here if you're going to drag your feet, because how can some of the kids get what we want and some not?

It was part of Ben's value system that in order to achieve a vision, everyone must head in the same direction.

Consistency. Another element of Ben's philosophy was consistency. He felt that it was important that both staff and students be treated in a consistent manner. A consistent approach created a feeling of trust in the school and maintained the focus of the vision. Lil spoke of the importance of consistency for the well-being of the school:

> You're consistent. You follow through on what you're going to do, and he does that very well. I've seen administrators make decisions and then change midstream, and it upsets the staff because the staff has already decided to do things a certain way, and then all of a sudden, "Oh, we're doing it this way. When did we decide this? Yes, we're completely off this road, and we don't know where we're going with this. So this is not a good thing." And Ben, I feel, is very consistent. He has very strong convictions.

Ben's relationship with the students is also very consistent. Pam agreed:

> He is very consistent in his dealings with staff and students too. I think he treats everybody the same, treats them equal, fair, and very consistently, so you know exactly what to expect all the time.

This set a positive atmosphere in the school, an atmosphere of trust and caring. For Pam, it was Ben's modelling of this consistent behavior that was important:

> By walking up and down the hallways as well, or talking to the kids, he's also got to be getting across the idea that he's interested and concerned about what it is that they do. I guess for me it is that consistency and that example. Also, he talks about his work ethic, and that has become a part of the way of life: You do your best. I think there is a strong work ethic in the people that are here, and I don't know if they're chosen because of the strong work ethic or if you develop it when you see that that's what's going on here, or if you are attracted to this school because you realize if you come, you're going to have to work hard.

Ben not only modelled the work ethic, but he also believed that the students made it a part of their life philosophy. Lil offered the following example:

> The kids know that if they don't pull their weight in whatever facet it is, they're going to be in Ben's office. And he's a very friendly man, except when he gets mad. And if he gets mad, you don't want to be in that

> office. And it's a little bit of that old way of administering that's still here with Ben, but yet he is very, very kind.

It was perhaps due to the consistent behavior of Ben in his relationship with the staff that a mutual trust and respect toward each other developed. Art summed up this feeling:

> He trusts me and my opinion.

Honesty. A core value that Ben brought to his decision making was honesty. Ben believed that the basis for any relationship was honesty, and honesty in one's dealings had to be mutual. This honesty in dealing with students was very evident, as Ted explained, in Ben's discipline policy:

> He had lots of tough kids. I think he liked them, and I think he had a soft spot for them. And I think he realized that these kids needed discipline. And Ben gave kids breaks. He wanted honesty from the kids, and he treated them fairly and honestly, and the kids respected that. But he was tough when he had to be.

Pam said that Ben not only verbalized his discipline policy, but he also reinforced it continually:

> I think another thing that he's really careful about doing and is sincere about is spending a lot of time in the halls and talking to kids so they know who he is, and that's important to him. He continually reinforces his message. By the afternoon, if you don't have a class at the end of day, you're not to be in the building. He doesn't want anybody, except of course in the library, but not anybody in the halls or the cafeteria. And he'll make a walk through the school to make sure that everybody's gone. It's not unfriendly or mean; it's just the school rules.

Ben also felt that honesty implied a tolerance for that with which we may not agree or understand. As Art said, tolerance was modelled for the staff, who in turn modelled it for the students:

> We recognize that that is a focus, and it's an honorable focus. It's one that I think that we can all fully understand and relate to. But I think over the years we're seeing a younger staff, a tolerant staff. We've got to be very tolerant. But we feel that that concept of tolerance and understanding or accepting is something that is part of this school, and it permeates from the administration through the staff, through the kids.

Lil especially appreciated Ben's honesty in dealing with the staff. She felt that with Ben, there was no hidden agenda:

> He makes everyone feel extremely welcome, extremely good about themselves. But what I like about Ben is that he's very down to earth. He'll tell it like it is. There's no under-the-table stuff. If there is something he's got a concern with, he'll write you a little note and he'll say, "Lil, I want to see you about this at any time, soon as you can see me."

Ben's honesty and openness created a very trusting and mutually respectful atmosphere within the school.

Togetherness. Alpha School was developed with a certain focus, that of the fine and performing arts. As such, it became a magnet school and drew its population from across the city. Because no single feeder school dominated the population, there were no cliques. This created a friendlier, more accepting and tolerant climate in the school. Pam explained it as follows:

> These kids, they're taking two busses to get here, or they're the only one out of their whole junior high that are coming. They're, for the most part, probably mature, have more independence, more willing to be outgoing, more outgoing because they've got to make friends, they have groups of friends. So that probably gives us quite a different flavor. They're very friendly, the kids. And that's what a lot of people will tell you, is that someone new comes in the building and there is always someone who asks, "Can I help?" or "Can I direct you?" or "Can I show you to your classroom?"

Joe also felt that the students became more accepting of each other:

> And so they come here and it's all new to them. The people are new, the building is new; it's a whole brand-new thing. They start forming different friendships. They get rid of a lot of the old cliques. And some students become pretty accepting of each other, as you know.

According to Sam, this newness allowed the students to grow and to develop as individuals:

> They blossomed, yes. And they kept on saying, "You know, this school's incredible. I didn't fit in my school, and I came here and I fit. I am part of it."

The students and their growth thus became the focus of the school, and this feeling of togetherness, of family, was another value that Ben endorsed and followed.

According to Pam, the most important consideration that Ben expected of the staff was caring for the student:

> The most important thing in the building, that's who you look after first; that's your first consideration, and all the other things that go on go on in support of the student.

The staff were very supportive of this concept. For Art, this concern with students first, last, and always was simply an extension of his own beliefs:

> My philosophy fits right in with that, so I feel quite at home, because you know your philosophy and your purpose, and the things that you do are then reflected in the work that you do. And ultimately, I've been here four years, and I think I've made a difference, and that's a good feeling when you feel that you've made a difference. You feel that you're important, you're part of it.

Unselfishness. The importance of teamwork and pulling together was at the core of achieving the vision. Ben wanted everyone in the school to assume ownership of the vision. To encourage ownership in the vision, the staff were given a great deal of support by Ben in any activity in which they participated. Lil gave the example of Ted's involvement in a tournament:

> Brand new teachers get on board, and they just do a hundred and a thousand different things, and yet they are not stressed out totally. Like, how come? I can't figure it out. In other schools you have a person involved in something, and inevitably they get all stressed out with this and burnt out, and they quit doing it. Here, we have a guy like Ted who has been organizing this invitational basketball tournament for the past eleven years and is not burnt out with it. Why? Because he is supported. He gets the positive feedback he needs, he gets the recognition he needs. It's not a glowing thing. You don't walk around and get, "Oh, yeah, she's the best person," or whatever. It's just that you know that you're appreciated.

The concept of teamwork was very evident in the school administration. Under Ben's guidance, the administrators all worked towards common goals. Lil felt that this gave the principal a great base upon which to build:

> He has three administrators who are quite different from him, but he has trained them very well. He has told them what his expectations are. They know what the school is about. They are not veering off in their own little paths. They're not doing their own things at all. they're not looking for their own glory in the school. They are supporting him as an

> administrator, so that's how you have strong leadership. You don't have people doing their own thing. And they're all different.

The strength of the administrative team was not lost upon the staff. The administrators' belief in their common goals also encouraged the staff to try to reach these goals. Kim found this belief in the administration to be a driving force in the school:

> Well, there's a really strong belief in the curriculum leaders in this school that connective learning is the only kind of learning to have. And so if there are themes arising in season, being the production season of the year, it can then be integrated in a meaningful way into the academic area. It is. And the teachers who take that and run with it and do the best job of it have the kids running it. They are the most motivated and likely the most successful, across the board. The other big change here is not just the teachers who have the strong sense of a real common purpose for being here.

The sense of working as a team reflected Ben's belief in unselfishness. Sam gave the following illustration of the mutual support that staff offered each other for projects:

> When you want to do something, they're willing to go out there and help you. The offers from there are, "Hey, you _____ we can do it. Come down to our TV studio. We'll run it for you, we'll show you how to do it, we'll make it for you." And they'll help you with any kind of thing that you want to do.

The staff were encouraged to initiate and to develop new projects. Support from the administration was never lacking, even when such projects became costly. Sam continued his illustration:

> There's lots of times that we said to the teacher, "Look, these things that you're doing right now obviously have got to end because it's involving a lot of work. Okay, what we'll do is this: Take the afternoon off, we'll bring a sub in, get it done." So the last of the TV productions would get done because we got a sub in to keep the teacher free. And it was those kinds of expenditures that we didn't take lightly, but we could see that for the value that we're getting for the expenditure, it was well worth it, so we'd do that.

The staff commitment to help each other and the administrative support were tied into the staff's belief in the vision. As Pam said, no one wished to disrupt the vision, so unselfishness was a core value:

> Well, maybe it comes back to that vision and how strong it is and how important it is and that you're not going to do something small or petty to jeopardize it. You're going to be the best you can be at whatever level it is, if it's walking through the hall and not loitering or if it's not dropping garbage or if it's taking another committee because you know you can do it and you'll do a good job of it, or it's not having a fight with someone on staff because that is not the right thing to do.

The concept of unselfishness and the staff's modelling it were not lost on the students. The students were continually helping each other, working together, peer tutoring each other; in short, the students modelled the behavior of the staff and the administration. Sam offered the example of a student who gave up her personal glory so that someone else could share the limelight:

> One of the things that is amazing too is that we had a kid a few years back who was really, really talented. No matter what part she auditioned for, she'd get it. She was just so gifted. There was one part, the drama teachers felt that this girl would get the part. She chose not even to audition. This time she wanted to work on the stage crew. So even for those kids, they realize that there is as much importance and as much satisfaction and as much noticeability amongst their peers for working in the stage crew, supporting, as there was being on the boards as a performer.

This action of unselfishness by a student serves as a constant reminder of the need for those in authority not only to espouse the values, but to model them as well.

Summary

Ben was an individual with strong moral values, such as caring, commitment, honesty, and so on. He modelled these values, and they formed the basis for many of his decisions. The staff and students emulated Ben, and they too adopted many of these values. Many of the staff also felt that Ben's vision had a strong underpinning in these values.

Intermediate-Range Values

Introduction

Intermediate-range values are those values which assist people in improving their quality of life. Although some of these values are necessary for life, such as food and shelter, most of them, such as entertainment and meaningful employment, are more closely linked to psychological well-being and an enhanced quality of life. The expectation of excellence and of striving to reach one's potential is a philosophy which blanketed Alpha Composite High School. The philosophy may have emanated from Ben, but it was perpetuated by the rest of the staff.

Excellence. If two words could describe the expectations that the staff had of the students, the words would be *excellence* and *dedication.* Some students were raised in an environment which did not pay heed to these values, and it then became incumbent upon the staff to try to develop these values in the students. Kim offered an example of how this might be done at the school level in performing arts:

> Some of these kids don't have that at home, I can assure you. That sort of, "Let's accept and let's make it work and make an apology—be lovely," because when I do that, then I can go in and I can get everything I want to out of this class. And you say to them, "Well, maybe you'll like this course." "Well, I really like that course." "Well then, you have a responsibility."
>
> The model we use a lot is the professional-theater model: If you're a director and you're actors, these are the expectations. This is what's set up. There's a contract, an actor contract, and this is what has to be done. This is what the director must do, and this is what the actor must do. And what you do is get to be involved in this art form and the process, which is always wonderful and laborious. And then that final hit of showing it to an audience and having that wonderful adrenaline, which is no different than a football-game win.

Art pointed out that expectations of excellence were fostered in the academic domain. The Advanced Placement Program was brought into the school to give students the opportunity to excel at academics:

> There has been an incredible shift and change in the kind of people and the kind of expectations in what the students are doing, because we simply expect excellence, and we're getting it. That seems to be working fairly well, and some of the people are drawn to this school because we have a

> successful AP program. We probably have the most successful AP program in the entire province. That came from the administration. IB was here, and it drew a certain kind of kid to some of the schools. AP was more flexible, and yet once it gets evolved, you'll see that the expectations are just as high as the international baccalaureate.
>
> The AP program, when I was here, we started out with six people in 30. Now we've got two classes of Social 10 AP coming in. We have for the last two years, and two in English. Now they don't go all the way through, but we still have, oh, there are now going to be somewhere in the neighborhood of twenty to twenty-five in the 30-level program.

Dan said that there was a direct relationship between the focus on excellence in academics and Ben's coming in as principal:

> The other thing I didn't mention is the very steady improvement in academic performance here since he started. When they first started there was nobody taking Math 30, literally nobody. Now we're about two thirds to one third Math 30 to Math 33. And our Grade Tens, the current crop of Grade Tens is about three quarters to one quarter. So it's slowly attracting the more academic sort of student. We offer the biggest range of Advanced Placement courses in Alberta. They can take more here than they can anywhere else in the province. And the registration at the Grade Ten level in the APs is, we've got two full classes of English, two full classes of social, two full classes of math.
>
> The number-one focus here is academic. Always will be and always has been. The arts add to it, make it a more complete place, but the academics are the most important.

Pam agreed that the school has a strong academic focus:

> The academics are as strong here as they would be in any school. And there's lots of proof of that in terms of marks that our kids get on exams or the kinds of scholarships the students get. And so the academics are not sacrificed for the arts; or another way to say it is, we don't have them all singing and dancing and pretending to go to math and English.

She went on to say that, by combining academics and the arts, Ben aimed at creating a school of excellence:

> What it appears to me is to create and maintain a school of excellence that's offered to students in Jonestown and surrounding areas and certainly out of province, and we have them too, courses and classes that they may not be able to get in their own area that address dance and theater and television and drama and music, and to further meet the needs of the community.

Although the academic and fine- and performing-arts programs were individualistic, a certain amount of integration went on with these programs. Art offered the following illustration from his class:

> I do an awful lot of art work, for example, in my AP program, an awful lot. I mean, the kids know precisely how the Renaissance art, for example, is a product of the kind of history and society that occurred at that time and why it changed to baroque, and how the Romantic movement in the arts and the performing arts reflects the times. Okay, they're totally aware of those kinds of things in history, and so that reflects the other things that they do as well.

Ben believed that every community, and especially this one, needed a school to highlight the arts. Ted agreed:

> But I think also, regardless, there has to be a need. And a community like Jonestown, things like the Fringe or fairly active smaller drama and theater groups, Teen Fest and all of those things, there is a need, I think, for a school that focuses in on the arts.

Although many of the staff agreed on the need for an arts focus, they found it difficult to integrate the arts into the academic program fully. Joe offered the following explanation:

> I think it might be a little bit more feasible if you combine classes. I know, for example, I've used [classes] where students will do a presentation on *What Is Canada?* and TV crews come in to film the students as they're giving their oral report. So now they're in front of a camera; they're on stage, so to speak, instead of just doing an oral report in class. And so now they learn something about their posture, camera shots, that sort of thing, so I've done that. You know, in social studies, history, we could do it. But, for example, that diploma exam hangs over everybody's head, and you have a very difficult time getting through the content as it is. If you're going to try and incorporate that into the fine arts, maybe they can select paintings or plays that reflect events that we study in history, but for us to try to incorporate drama into our setting, it's just too time consuming. We'd never get through the program. There's mounts of material. When you teach a 30-level course, an awful lot of it is lecture approach because that's the efficient way of doing it, because you have to do it to cover the material. I think that perhaps at the Grade Ten level, Grade Eleven level, it's more feasible, but I think it would still be very difficult. The initiative, I believe, would have to come from the fine arts department. Say, "Okay, what's your Grade Twelve curriculum?" and perhaps select productions that might reflect that.

Staffing. The reach for excellence was also evident in the teachers who were considered for staff. Although all schools seek excellent teachers who are knowledgeable about the content and very skilled, Alpha sought teachers who would also be able to meet the needs of the future. The teachers not only had to embrace

the vision, but, as Kim said, they also needed the energy to continue striving for this vision:

> And the other thing you have to do is, you have to bring teachers on board who can enable those things to happen. We have, I think, probably by average age, maybe the youngest average of a high school staff, agewise. We've been able to hire some really young kids with great ideas who can run hard and fast, because I can't any more.

And the acceptance by other schools of Ben's vision for Alpha enabled him to hire staff who would work towards this vision, as the following comment by Kim illustrates:

> And you know what? It'll come when it's right, and we'll be ready, and we'll buy in. And we have already hired an elementary teacher, a very fine elementary teacher with a very good performing background, to come and work at the junior high level. Well, that isn't a mistake, because then he'll be one that will know how to nurture those Grade Four to Sixes if they ever come. What was really interesting, when we went to the junior high, the people out there who network, who knew there were good people in the system we should know about, even if it meant losing one of their good teachers, they contacted Ben. And one of those people that was contacted by many administrators has been hired. It's a pretty strong, generous sense of "Do what's best for kids," isn't it?

Student well-being. Ben's compassion for the students was well documented. He provided the students with meals and financial assistance for special occasions such as Christmas and birthdays. Whenever students worked on a school project on weekends or in the evenings, Ben was there to offer support or to bring them a snack. The staff modelled this behavior. As Kim said, the staff's major concern was to help the student:

> They can't deny that they have been beaten at home and haven't eaten for a few days. So we have really taken a strong look at what is it they need first and what's attended to. We do a lot, all the administrators and the counsellors, a lot of intervention work when there's a problem. And when there is a problem with a kid in a learning situation, we look way beyond. [If] they cheat on a test or there'll be disrespectful words that they've used in a classroom, we try to look at what's really going on here, and can we help?

For many students, the school became the one safe haven in their lives. This was the atmosphere that Ben fostered.

Programs. Ben had a vision for the future of education, and it was this vision that gave meaning to the school. Ben believed that a school prepares the students for the future by providing them with the appropriate programs and materials. For example, the school was very involved in the new technologies of video, distance learning, satellite conferencing, and computers. In Lil's view, Ben would initiate, encourage, and support any program which he felt would benefit the students:

> Technology in the classroom, okay. Opportunity for kids; any opportunity for kids he grabs on to. Anything that will benefit students, anything that benefits kids, he's on it, he's on it right away. As soon as it's something the kids will benefit from, he's got to find out about it and see whether it will work in this school. And arts programs—he's seen what arts programs do to students: Arts programs develop confidence in students. A lot of students who would normally not shine in a regular high school situation, they're given an opportunity to perform, which is something they do because they're quite talented. And it goes into all their subject areas; it's not just in the arts area.
>
> We have monitors because we have a satellite dish here too. And if we have any programming from the Learning Channel or A and E or any of the other cable networks from the States, if we want to pick up anything in reference to science, social studies, humanities, any of the courses, we can pick up on satellite, and we can transmit right to our classrooms, whatever it is people want to use. So that's another thing, because on some of these programs it's wonderful footage of whatever else you're teaching. They can ask questions of the teacher. It's a great opportunity, so that's something that Ben has really supported.

As Lil said, Ben felt that these were necessary components of the students' education:

> And this is a vision. This is something he sees. This is something he thinks that our kids should be prepared for. He is willing to run these programs for these students.

Ben's readings and travel have also made him aware of the world becoming a global village. To prepare the students for the future, Ben implemented an expanded program of languages. Lil elaborated thus:

> He has over the years, through his readings, through his experience, kept up with this shift. He has kept in line with what the changes are and what the future holds for these kids. He is aware of what these kids need to do to become successful in this modern day and age. And, for example, languages: We have some language programs here that we don't see in other schools. We have Japanese, we have Spanish, we have Chinese. Why? Because the Pacific Rim is very important. And Ben has contact with that, and he sees a future for kids that have these languages that could possible be working in conjunction with companies that are doing

> business, for example, with the Pacific Rim. This will be up and coming in our economy.

However, a school has limited resources and time, and Ben was well aware of this. The school had one focus, the arts; and within that focus, other areas such as sports, fitness, technology, and academics not only existed but were also strongly supported. As Kim pointed out, Ben was cognizant of the many other areas involved in education, but he remained true to his vision:

> I think he sees them for what they are. I think he doesn't want to lose sight of the fact that you can't be everything to everybody and that if you're going to move yourself as a school away from the generalist school that meets the needs of your community and into that sort of specialty area, then you have to have one focus. But that doesn't mean that other things in the school can't exist.

Summary

Intermediate-range values, such as student well-being, excellence, and so on, were evident in Ben's value system as they affected educational aspects of the school. Striving for excellence by the students and staff and a focus on preparing students for the future all affected the decisions that Ben made.

Specific Values

Introduction

Specific values were not seen by the staff as being overly relevant or having a great influence over Ben's decision making. However, there were some specific values which did influence Ben's actions, such as what the facility should look like and what student behavior should be like.

Facility modification. To help set the tone that a new philosophy was being implemented in the school, several changes to the facility were initiated. The staff and administration assumed that the capital to modify the facility would be provided by senior administration. However, this was not the case; the school would have to

generate its own capital if these renovations were to take place. Ben felt very strongly that these renovations were necessary, and, as Sal explained, the facility was modified:

> And it did happen. It just wasn't now. Initially, there was still a declining enrolment, because that first year you didn't have hundreds and hundreds of kids necessarily flocking in. When that happens, very often you get into a deficit situation. So when Ben came there, because of the change and what not, Alpha ended up in a deficit situation. But to make this thing go, you had to spend money. You had to modify some facilities.

Although many of these renovations were cosmetic, they also created in the staff a feeling of being able to be innovative. Sam mentioned some facility changes which occurred during the initial stages of development:

> We ended up doing all kinds of renovations. New paint jobs. All the hallways were painted. The gymnasium was painted, and the floor was redone, the bleachers refinished. Plaster was all painted. Floors were all stripped and done. All the old desks were taken out, and at least if they weren't new, they were in good condition and put back in. Lockers were painted. Carpet was put down where we could. So we went into debt. But if it was going to happen, it had to happen, and it did; and each year got enhanced and added to and changes were made and rooms were opened and redesigned; you know, the television moved from downstairs to upstairs into a bigger space. There was space made for choir class; there was an old machine shop, the equipment was sold, and [the shop] was made into a choir class. So these teachers that are teaching drama, choir, and so on, they have huge spaces that they can do wonderful things with. So you put a teacher in there with some imagination, and the stuff that comes out of there is absolutely astounding. You take art, the art classes that had very small classrooms, and you put them into a building that's got four huge rooms and leftover equipment from industrial ed., and you see what they turn out.

Kim noted that part of this development involved giving the staff an opportunity to become accustomed to the changes in the facility and a chance to grow and develop with the facility:

> I think, as administrators, I believe we all understand the growth and development stages that everyone has to go through when you move into new areas, and the staff had to give them the time and the professional respect to see what the change is going to be and then give them opportunities to grow into it. And I will say that, right from the top, the belief in P.D. is strong.

Student behavior. The image of and belief in a clean school that Ben projected was picked up by the students as well. They too assisted in keeping the school clean and tidy. This idea of respect for oneself, for others, and for the building was fostered by related school policies. One policy which Kim mentioned was a homeroom period for all students:

> How do you want your school to be kept? Well, they like it nice and tidy, and our kids don't want graffiti everywhere. But sometimes you have to encourage students. I can't believe how little you have to truly do to help kids see the big picture and have them buy in. Kids will come in and say, "I don't want that homeroom period. I don't need that." "Well, I don't think you know enough about it to make that decision. I want you to try it. I want you to understand why we're doing it. You try it. If you can honesty come back to me and say, 'I don't want to do that,' then we'll find another high school that doesn't do it, because we're almost the only one doing it this way. And you have to buy into this concept to be here, because I think that homeroom is a key to a lot of what we're doing here. We are working together to improve your education, and you'd better like the homeroom. And we're doing it twenty minutes a day. All we care about is you as a human, and you're going to be mixed Ten, Eleven, Twelves, so there's no status involved in this at all." I think that they will buy into that particular key that they buy into when you're in the hall: You don't shove somebody because they're a different color or because they wear streaks when they're male or because they have white hair.

She noted that although the initial intent of this period was to allow students the opportunity to complete 'unfinished business,' the benefits for the students had been very striking:

> Well, I think that we all know that if you want a job well done, get a busy person. And if you want a successful student, keep them busy. The more kids are doing, the more they are likely to want to do. We have the counsellors help kids. They go in and do time-management and study-skills workshops in a lot of the classrooms, and those have been very helpful for our students. We have a homeroom set up . . . [with] a teacher advisor. Every day for twenty minutes in the morning the Tens, Elevens, and Twelves are mixed in a group and go to Teacher A, Teacher B, Teacher C, and for that twenty minutes they have a couple of tasks they do. First, if there's nothing else to be done for the day, that time is for free reading, and that has really improved the test results. The second thing they can do if it needs to be done, there's advising. If there's exams coming up or report cards coming, the advisors talk to the students about it. If there's issues, we had student input, a lot of student input on what works best with attendance policies, what shall we do with late students. In an advisor class they will talk about it and come up with some ideas that are given to the administration. The advisor helps individual students who aren't managing their load very well and try to help them make better

> decisions and set priorities for themselves. When a student gets into a cast of a big production, that cast list is analyzed for whose homeroom each one of them is in, and that homeroom teacher is then advised that they have this particular load coming up and to try to help that student stay on top of it through time management and keep their homework and their assignments done. And where possible, if they need some slack cut in some of their classes, that teacher can become an advocate for them; that has been quite successful. I believe we have to do a lot more work with that.

Ben fostered the notion that schooling involves the development of more than just the academics. The programs and policies were designed to foster self-reliance and good citizenship in the students. Art found this to be the case for his own children, who attended Alpha as students:

> But all of these things happened because of what happened in this school. And this is what I was afraid of as a parent: What about the peers? What about the kinds of people that they mix with? That was the best of all. We find that the incredible school bonds and very fine young people that they met here is one of the things that made them turn into the kinds of kids that we've had absolutely no trouble with at all. None. And there was always that focus, the focus on dance and on drama and so on. They went through the AP program fairly well.

Art also found that exchange students from other countries found this philosophy of developing the entire person a positive experience:

> Talk to our German girl. She just left when she came to see about her mark. She feels very sad about going back. She said, "This is the type of school I would like to go to in Germany." She's a smart kid who's gone through the German system, which is the top academic school. She said, "Yes, that's true. We are expected to do more academically over there." Further ahead. But she said, as a whole, in terms of developing the human being as a whole, she prefers what she saw there.

Sal echoed these same sentiments about the students:

> I know this: They're going to be better human beings because of the experience they've had in this school. I feel that strongly about it.

Staff-student relationships. The staff maintained a very strong relationship with the students. This relationship stemmed from the atmosphere created within the school, which was one of modelling, caring, and nurturing. The staff modelled Ben's beliefs that teaching meant more than imparting the curriculum; it meant helping students become successful citizens. Lil gave the following rationale for her job:

> There is a lot of opportunity to help kids. And I'm not a savior or anything, but I am there as a teacher; I'm there to help you. That's part of my job. I'm there to listen. I'm there to give you guidance and where you can go for more help if I can't help you. That's my job as a teacher. I don't think anybody should ever underestimate that as a part of your job.
>
> Some teachers think curriculum is their only job. No, it isn't. You're dealing with people in your class. Take a look at those individual people, those persons you have in your group, and look at them. And, yes, use the curriculum as a medium to work with them, okay. But treat them as individuals, and guide them and help them, and your little bit might be all the difference that they need. What you say one day might make all the difference to the kid along the road; that might be just the turning thing for them. We started in this business for that reason. We like young people. We ourselves had a good experience as a young person, and we want to share that with more people.

She shared Ben's concern for the students and for preparing them for the future:

> These kids are our future. They are going to determine what our job situation is going to be like, our economy is going to be like. We've got to give them opportunities, and if we don't get the funding, we can't. We're going to be in the Dark Ages. We need the funding for the technology component of it. Schools have got to get on board with that. Industry is ahead of us. We've got to get these kids trained for the world out there, so we've got to have the technology in our schools, and we need funding for that.

The teachers' relationships with the students extended beyond the classroom to extracurricular activities. The staff also encouraged students to assist each other and to work cooperatively for the benefit of the school. To illustrate this, Sam used an example from the performing arts. Students were encouraged to work at different aspects of a performance, and Ben was always there in a supportive role:

> You control what's going on on the stage; you make them look good, or you can make them look awful. You guys back here are what's going to make this thing work. All the technicians, right from the kids working the house, all the way up to the guys running the light board and the sound boards and doing the prop changes and all that sort of stuff. I mean, they are all part of the performance.
>
> I also talked to one girl who was very, very good but who wanted to do the staging on the last one. They thought she would have one of the parts, and she didn't want that, did not want to act; wanted to be with the stage.
>
> And the teachers are to thank because they are the ones who are telling the kids that "You guys behind the scenes are more important than what's going on on the stage. If those guys aren't doing their thing on the stage, they're not doing it for two reasons: Either you guys aren't supporting them, or else they're lousy." I think that that's seen as

> something that's good for the group or the school, rather than just for the individual.
>
> And there's Ben at rehearsals; there's Ben at tech rehearsals.

This close relationship with the students is all part of the vision. Kim gave the example of Joy, who spent many evenings and weekends as coach and mentor for the cheerleaders:

> And then, you see, everybody does their bit. Joy just doesn't quit. She's not out there because she doesn't want to be with her family; she believes it's good for the kids. So I think that you can sense that it's one of the big differences, is the shared building of the dream.

The students shared this dream. They were also very fond of Ben. They respected his need for empty hallways, and they shared his modelling of caring for others. Lil gave the example of the parting gift from the graduating class to Ben:

> Every year it's the same thing. He'd say at some point in the beginning of the school year that "If there's anybody in the halls, I'm going to shoot that cannon off, and I'll get everybody out of the halls really quick." Anyhow, they got him a little cannon. They're going to give it to him. It's a little bit of a roast, and every year it's the same thing. Last year they wrote a song about Ben, and it was the cutest thing you ever did hear. I don't know what the tune was, but they had this song about him walking down the halls. You know how he talks to the kids; you know they love him. When they leave they have this fond memory of a principal.

Building a school. To change the direction and focus of an existing school requires many elements, not the least of which is research. In transforming Alpha, Kim worked closely with Ben in order to develop a plan which would satisfy all stakeholders and maintain Ben's vision. Previous experience had shown them that if a school did not have a concrete, practical plan, it would not succeed:

> But if you don't know what your idea is—for example, there are two high schools opening with new ideas this fall, and they have to work on, What are we doing? What is our mission? What is our vision? How can people see that in a concrete way? And how do we work towards it? As long as it stays in the abstract world, people won't buy into it. Until they really know what it is they're doing, they are not going to be successful, which is what happened with one of our new junior highs. It was too abstract for people.

For Alpha to succeed, they had to avoid the pitfalls and convince the stakeholders about the merits of Ben's vision. As Kim said, this process was arduous:

> We spent five months writing a report that would finally answer all the questions that were being asked. Hardest thing about working with senior admin. is, they don't always ask the same questions from day to day. So once we got a handle on what the major questions and issues were that we were concerned about, and bar none, they were good questions. Once we knew what the questions were, we did the necessary research to back up our belief that this is why we were doing it and this is why it was good. We worked with a fabulous group of people. There were people in central office, quite a team of people that wrote reports. I worked between; I worked for both Ben and central office that year, and so I did work here for him, starting to create curriculum in the arts, and also worked over there with the planning and administrative support groups to look at how we get on paper what we know is a darn fine idea. And just some really good people, some excellent research, and a report that finally convinced them we knew that we had the right intent and the resources to revitalize this high school. It took until, I think our final report was approved in January.

Although arduous and time consuming, the research was necessary. And because of the supporting evidence provided by the research, those involved became believers in Ben's vision:

> We looked at the research that said if you want to revitalize you have to switch the percentage of your students from voc.—it was about eighty percent voc. and twenty percent regular academic—you have to start switching those percentages in order to turn the high school around so that there's a very different way. The community, the power changes. So we did a lot of very good research and we did a lot of good idea generation, and thank goodness for me, there were some excellent writers in the group. Where it got to was really interesting. All the people that were involved in this so believe in what we're doing.

Kim went on to say that many of those who worked on the original research and related areas have maintained their commitment to and belief in Ben's vision:

> I won't use names, but one of the people who is now in a supervisory position or something over there phoned about the junior high thing: "[If] you want any help on this, you want the best people working with you, you just let me know who you want." And others will drop in. Some are retired now and still come in and say, "What are you doing, and how can we help?" It was really interesting, you just really had to pitch that dream to some people who could get those ideas generated and then get them done. And it wouldn't be a surprise to you that some of the people who

> were involved in those ideas don't generally hitch their ideas to anything concrete.

The fear from other schools that Alpha would attract all of their best students had also dissipated. The cooperation and team spirit in which Alpha engaged and the honesty and fairness of their dealings with other schools created a mutual respect. As Pam pointed out, other schools now send students to Alpha whom they feel would benefit from the unique programs:

> I was talking to a couple of guys I know at one of the other high schools, and they were going to recommend to a couple of their Grade Tens to attend here because those kids were really good. I mean, they were really good, and for them to really expand, they should come over here, and two kids is not a big deal as far as they're concerned.

The honesty and openness which were so much a part of Ben's character became a part of the school and influenced the development of mutual respect and cooperation between Alpha and other schools which is now so evident.

Building a vision.

> But don't become a prima donna with him. Don't hold yourself up to be so important that without you the program dies, because you'll find out real quick that just ain't true. And there is a number of people you can ask. The school is bigger than an individual, and if you think that you're that important, you're in the wrong place.

This comment by Sam underlined a value that Ben held very dearly. Because Ben was very entrenched in humanistic values, his passion for the vision and the future of the school were very dear to him. This value influenced many of his decisions, as Ted explained:

> I think that Ben is very clear about what he wants, and I think that he doesn't rule by committee. He's the boss, and that's very clear. That's his style. He's always there. He always knows.

Sam agreed. He too felt that Ben often made the decision that was best suited to meet the vision:

> He made a decision because it had to be made sometime. Everything was geared towards this dream, this vision.

Because Ben was so involved in attaining this vision, he continually pushed the staff to higher levels:

> He knew everything that was going on. And if somebody looked like they were getting just a little bit complacent, he upped the stakes. This is what he wanted to see in that program. This is what he wanted to see in another program. "When can you get this done for me?" It was push, push, push the whole time.

Pam also saw Ben continually challenging the staff:

> He's never satisfied, like there's this sort of plateau you reach and, okay, well, that's it. It's the next level, and the next level. And the next challenge.

Sam too saw that Ben constantly challenged the staff and wondered if the plateauing had not set in:

> You have this increasing line over a period of time of innovations that were going in. And then it would plateau a little bit, and then it would rise, and then it would plateau, and there's lots of times when the plateau didn't last long enough, when all of a sudden we would start to rise again very quickly. More ideas, more new things. And I got the feeling that sometimes teachers had so many things going on that they couldn't go back and solidify the kinds of things they were doing before they had to do more things. And I talked—well, we as administrators—talked to Ben about that a lot, about backing off and giving teachers some time. And Ben's attitude was, "Yes, we can do that, but we've got so much to do." Then he would champ at the bit, and after a while you'd just have to let him go again. So it's my belief that at some time there either will have to be or should be a plateau that's allowed to go for a little bit of a length of time to allow for a real solidifying of the things that are in the school before new stuff is done. But when I take a look at it in hindsight now, I'm thinking that there are not as many new things going on now; more refinements. So think the plateauing is happening.

However, Sal did not see a plateauing. He saw Ben still moving towards his vision:

> He still has it; he's still thinking about things he'd like to do in that school. Same focus. Knows what he wants to do, and sets out doing it. And understands it's going to take him a couple of years to go ahead, because Ben does have ideas and visions, and this year or next year you'll see the start of the junior high program there. And I wouldn't be surprised, in the back of his mind probably has K to Twelve. Who knows?

Summary

Although few subcategories of specific values appeared to have an influence upon Ben's decision making, those subcategories that were influential, such as building a vision, were very influential. Various other specific values that Ben had, such as facility modification and staff-student relationships, may have also played a part in his decision making; however, this was not a perception of the staff.

Chapter Summary

Staff identified 36 subcategories of values (see Table 4) which influenced, to a greater or lesser degree, Ben's decision-making process. Basic human values included nine subcategories, and social and political values included eight subcategories of values which influenced Ben, with eight subcategories identified in moral values. Although intermediate-range and specific values were not as abundantly apparent—four and five subcategories, respectively—the subcategory of building a vision had a great influence upon the decisions that Ben made.

The perceptions of the staff in terms of the values that they perceived influenced Ben's decisions were summarized in this chapter. A summary of Ben's perceptions of which values—and their nature and place—influenced his decision making is featured in the next chapter.

Table 4

Values and Subcategories Identified by Staff

Values	Subcategories
Basic human	Sense of meaning, mutual respect, self-respect, helping others, community involvement, friendship and support, attitude and happiness, survival and success, knowledge
Social and political	Due process; citizenship and community; respectability; tolerance; participation, cooperation, and sharing; solidarity; loyalty; justice
Moral	Caring, responsibility, courage, commitment, consistency, honesty, togetherness, unselfishness
Intermediate-range	Excellence, staffing, student well-being, programs
Specific	Facility modification, student behavior, staff-student relationships, building a school, building a vision

Chapter 6

Data Analysis and Observations

Introduction

The previous chapter dealt with the perceptions of the staff in terms of the subcategories and subsequent value categories which influenced the decision making of a principal. This chapter will deal with the values involved in his decision making as perceived by the principal. The same categories and subcategories of values (Beck, 1984) will be used in this discussion as were used in the previous chapter.

Basic Human Values

Introduction

Basic human values were a core category influencing many of Ben's decisions. However, he did not perceive as many subcategories influencing his decisions as did his staff.

Responsibility. A subcategory of basic human values is responsibility, and it was a value that Ben developed early. During his formative years, Ben worked in a bakery in order to help his family financially. Later he held several jobs in a leadership position.

> I came from a family of business people. For a number of years I worked for a railway company, and I was executive assistant to the president of the company. I've been working since I was twelve years old, full time. You know, my mother was on her own for a while. In those days you worked in bakeries forty-eight to fifty-four hours a week. So I started working in a bakery when I was twelve and ended up running the bakery by the time I was eighteen. And for another ten years I worked, ran a bakery at nighttime and worked for the head of the railway company in the daytime. So I would work from eight-thirty to five o'clock and then leave there, and then from five-thirty to two or three o'clock in the morning, run the bakery shift. So I was used to leadership kinds of things. I've always been kind of an aggressive person. . . . My old principal really gave my mother a hard time about me not going to university when I left high school, but it just didn't seem possible. That was the days before student loans, and there was no money. I just felt responsible, and I worked fifty-four hours a week all through high school.

The feeling of responsibility and Ben's aggressive nature influenced his decision to attend university. His initial decision was to enter the Faculty of Law; however, his feelings of responsibility took over, and he entered the Faculty of Education.

> So I did that until I decided, hey, I should go to university. So I went into the arts initially. I was going to take law, go for a law degree. That was the time when they were looking for teachers in the vocational area, and there was a generous bursary plan. I was married with dependents already and all the rest of it, mortgage and all those problems, so the mercenary side of it raised its ugly head, and because you have to support your family, I went for that and got a bursary.

Following his post-secondary studies, he joined a business-education department and assumed responsibility for that department within the first two years.

> I went to Delta as my first assignment, and I was there for nine years. But within that first year at Delta I went into business education because of my business background, and I was made an assistant department head before that first year was over, and then I spent nine years at Delta as a department head. I guess I like to be in charge, and I've always liked leadership things.

Following a short time as an assistant principal, Ben became principal of Delta. His insightfulness and his leadership gave him the opportunity to begin the development of a vision for a school. This vision also included involving the community with the school:

> Delta was in a lot of trouble when I got there. Had a large T and S program. They were running a school within a school that developed a fortress mentality, and that community was driving past the school and the kids were going to the Catholic school or going to Omega. And so I had to change that around very quickly, and I had a wonderful four years at Delta. In fact, it's one of the few times this district has had all of the staff in school present a petition to the board as well as the community to not let me leave Delta, which was quite a compliment to have such a strong lobby group, but they didn't pay attention to that. I left Delta with claw marks on the wall, dragging, because I was working on an arts program for Delta. It had always had a very strong band program and choral music and visual arts, and I liked the arts, although I'm not an artist; I'm an arts advocate and arts supporter.

Ben saw himself as an idea person, but one who liked to see his ideas come to fruition: "I'm an idea person, and also I like to put my ideas into practice." His

drive, his leadership, and his visionary zeal made him an ideal candidate for principal of Alpha.

Respect. Another subcategory of basic human values is respect: respect for others, respect for one's community, respect for society. Ben's love and respect for the arts and for the business community allowed him to develop a vision which would combine these two areas:

> Well, first of all, I just have a passion for the arts. I'm not an artist, but then maybe that's my way then of doing it through other people, realizing that arts is big business. I mean, arts is the largest employer of people in the country, albeit at starvation wages in most cases. The fact is, if these foolish people join the arts, they're going to create huge unemployment. If you think about this city, this festival city that we live in, we've got the ballet, the opera, the Citadel, the symphony, all the festivals, the Fringe. Just think that the Fringe brings in half a million people. You know, there is no other city in the country that has as much theater per capita as Jonestown. So Jonestown is a city that has strong feelings for the arts, and I have no time to know whether the city or people in the city would buy the art school concept because when I came we had registered fewer than a hundred Grade Tens.

In order to develop this vision, it was necessary to develop within the staff, students, and community a feeling of ownership of the vision. This feeling of ownership was developed by cultivating a mutual respect among the stakeholders:

> I believe in empowerment of the staff, and I've had staff members come here, and they've taught for a long time, but I hope that's coming out, that they feel that they have an influence over the things they're doing. These things will never work with just one person's idea and you force it on people. If you won't empower your staff then, and the community and the kids, then it's not going to work.

Much of this concept of respect was modelled in Ben's work ethic:

> The staff also know that I work hard on their behalf, and I don't expect them to work any harder than I do, but when they come here I make no bones about it, that around here you work a minimum of a hundred and ten percent and a lot harder than that. That's the only way.

Students developed a respect for Ben because of his caring for them and the school and the respect that he showed for both of these. He had very few rules in the school, but he was consistent in his follow-up of the rules and committed to the concept of a caring discipline policy. One of his policies was that students should not

be in the hallways during class but rather should be in the classrooms, and that the hallways should be clean and clear. As he illustrated with the following example, the students respected his concerns:

> One of the things is, particularly in a downtown area where people think that an inner-city school has all kinds of problems, our hallways are always clear and quiet during class time. So I have this line about, "I'd better be able to fire a cannon down the hall and not hit anyone." Well, it's a silly kind of thing, but we do believe that's become part of the culture of the school. And the kids in the fall are adamant that I give my cannonball speech because the new kids have to hear this. And the kids here at grad have shown up with black circles on their gowns to show the cannon's blast, a few that had been hit by the cannon. And this year the graduating class—I was quite emotional because the first time I went on stage I got this wonderful applause and everything, and then they called me up near the end of it and said, "Ben, you've been threatening us with a cannon for three years, and now we're going to give you one." Well, it's not a toy, and obviously the kids know I care and that's why I do that, and they're showing that they appreciate it. At least, that's the only way I can see it. That doesn't happen to us very often to have that kind of a show of respect and so on, so it must mean something to the kids.

Ben also modelled respect for authority in his relationship with senior administration:

> I got the call in my fourth year at Delta. It was the middle of June, and senior administration said, "We want you to move to Alpha and do the arts thing at Alpha instead." It was a very reluctant move for me, but I did what I was told.

Ben felt that the success of Alpha School was based on mutual respect and a belief in the vision. He used the pronoun *we* often when explaining the school's achievements:

> We've been able to change this school. We've done this all ourselves. And so people around here are never promised an easier assignment, but because we all share in it, there's so much pride in what we do. But teachers also know if they're not cutting it, if they are not doing what they're supposed to do, they also get called on that, because I'm still a businessman too, and that's part of me, results.

The need for results was another underlying value which influenced many of Ben's decisions.

Knowledge. Ben's knowledge of human nature influenced several of his decisions regarding programming at the school. Some programs, such as drama, were developed because of the expertise of a teacher or the availability of an outside

expert instructor. Some programs, such as computing sciences, were developed by staff because of a belief in the value of the programs. When people care passionately about a program, this program will generally succeed.

Ben's enthusiasm for his dreams and vision was infectious. In his quest for a goal, he first focused on getting the staff and community excited about the goal. When the stakeholders became enthusiastic about a project, Ben felt that the project then had a greater chance for success. He used the Tenth Anniversary Celebration for Alpha as an example:

> But if you have a staff get really enthused, because I always feel enthusiastic about things, it can become infectious as we start to dream and what not, because this year it'll be the tenth year, going into my tenth year here. And when we started this school, we opened the theater and all that with a gala performance. Black tie. I had Nancy Betkowski and the Minister of Culture and all these people here for that evening, and people talked about that for a long time afterwards, and it got a lot of attention, the school. So now ten years later I wanted to have that tenth gala evening as a fund raiser. But the arts is always very fragile; it takes a beating and gets a licking, that kind of thing. And so I wanted to be sure in these tough times that we've really institutionalized this so that people like myself can leave and know that it's going to continue. So I was waiting for the gala. But that's a big job to put a gala together and the staff. . . . But the end of June everybody was so excited, now I've got more people than I know what to do with to help with the gala. But now it's under the patronage of the Lieutenant Governor. So who will attend? The Mayor, the Premier, and I'm hoping the Prime Minister. And hopefully you'll be able to come to see what we've pulled off in ten years, because it's going to be extravagant, outrageous. In extravagant I don't mean in dollars; I mean people aren't going to believe what we pulled off. Roy Leadbeater, I don't know if you know, he's a famous sculptor in metal and glass and bronze and so on. I'm opening the gala with a sculpture between the theater and the art gallery, and he's doing a piece of sculpture that he's creating for it that's valued at a hundred thousand dollars. So we have all this unveiling and the reception for seven hundred out on the lawns and the rest of it. That's going to be picked up by the corporate community. And that's what people always get excited about.

Community involvement. As shown in the previous section, Ben believed in the community at large being very involved in the school. Many of his decisions were based on the concern of whether the community would buy in or not. To this end, he developed an education-business partnership with Alberta Government Telephones to develop and initiate a series of technological advances in the area of

computers, satellite transmission, teleconferencing, and distance education. He also believed in involving parents greatly:

> Parent involvement is the other example. I mean, we have more parent involvement in this school than any high school in the province. We have an arts society with a parent advisory council with up to thirty members, and they're all just typical people, all these overextended, busy people. So they don't attend all the sessions, but we have as many as thirty out there. . . . Our arts society has an eighteen-member board with over three hundred families active participants. We have a cheer team. The kids won the world championship this year. And I mean a very active parent group. We have a museum and archives association that Jack Calkins is involved in. . . . [He would] even attend the meeting, often from out of town. Our meet the teacher nights, it's not unusual to have seven hundred people for meet the teacher night. And at other high schools you could fire a cannon through the gym or whatever and you wouldn't [hit anyone]. There was a time here when you had more teachers here than parents for that night. But one of the things I like teachers to do is phone parents and so on and invite them. There's something contractual about that when you've actually spoken to a person. They're impressed about that when a teacher phones and says, "Mr. Jones, it's meet the teacher night, and we'd like you to come and meet with us and things like that." And they're quite thrilled with that because it seems like we care.

This involvement with the community is a two-way street. Many of the previous interviewees mentioned Ben's involvement as a board member in several community organizations.

A sense of meaning. Ben's sense of vision centered on the effect this vision of schooling would have on the students. He saw the development of and involvement in the fine and performing arts as a means to enhance the students' preparation to enter the twenty-first century (Appendix E). The consequences of this involvement for the students were a driving force for Ben:

> Look at all that these kids can have. They're going to be wonderful in the business world. It's one of the best courses that prepare them for future business. They like to learn all the computer stuff and the accounting, the number-crunching stuff and so on. But how do you teach them to be humane people, how to have that confidence, how to write, how to appreciate art? And I take the kids out on the road show with me when we go to the junior highs. They do a better job often than a lot of counsellors and teachers and adults do. They're converts, they're great ambassadors, and the little monkeys are so confident of themselves. People expect a teacher to be a good speaker, but that's not true at all. Some of the worst speakers at some formal presentation things are

> teachers. You might be good in your classroom, but you're not a public speaker. So this is an education through the arts. They love the arts. They want to be teachers and engineers and truck drivers and plumbers and God knows what, but they're also going to be the supporters of the arts. The board members, the audiences, and all of that in society, without a strong cultural basis through arts and so on, they're in trouble. It's not the arts, why I love the arts, but what it's doing for the kids that are going to be MBAs or engineers or all the rest of it. The kids, when they're fifteen or sixteen years old and they've been on the stage and so the confidence is high and the love for life is so high, that's why arts.

Another elements of Ben's vision was the development of a kindergarten-to-adult school. The first stage in this plan was to introduce a junior high school program to Alpha and make Alpha a Grade 7 to 12 school. To facilitate the evolution of this component of his plan, he involved his staff in the development and attainment of this component. Thus, there was an underlying belief in his process of staff selection:

> And here introducing to the school the staff have known for a long time that that was part of the plan for the school, and if they couldn't buy that, then this was the wrong place for them to be. And we worked at it, and the staff have got excited about it. I've not forced anybody to teach junior high that isn't going to be comfortable with it, but at some point in time when they may have to think about their future here if the junior high program goes, you know what becomes fairly strong.

Ben's vision for the school thus became the overriding belief for his actions.

Summary

Many of Ben's basic human values, such as a sense of meaning and community involvement, were developed early in his life and were strengthened during his tenure as a teacher and administrator. His experiences as an administrator, as a parent, and as a member of the community helped shape some of these values.

Social and Political Values

Introduction

Ben displayed an inherent use of several subcategories of social and political values in influencing his decision making. He did not give examples of having been influenced by all the subcategories, but the values on which he did base his decisions were most evident.

Due process. In order to reach a goal or to attain a vision, a number of elements must be in place if success is to be achieved. Ben was very aware of this. However, he was also very competitive. He did not take defeat well; if he was stopped from achieving his goal, he saw this as only a temporary setback that required more work, and then success would be attained. Part of this process involved convincing those who were responsible for the roadblocks that the goal was really theirs and that when everything was in place, the goal would be achieved:

> I'm a poor loser. I'm always determined that one way or the other I'm going to get my way, and it will take me a long time. The junior high is an example. I mean, over there they were not supportive of that, and that was part of my original revitalization plan. The best arts schools in the whole operate with Grade Four to Twelve, and I wanted the Grade Sevens to Nines in here. So I just chipped away and chipped away at it and lobbied, and then all the things I needed to do, they finally caved in, and now they think that's their idea. That's fine, as long as I got what I wanted for the school.

Ben also felt that whatever is promised must be delivered. Keeping one's word forges a trust, and this bond helps to achieve the goals:

> Yes, what we told people, we were going to deliver. I told people, "Word of mouth is your best form of advertising, or it can ruin you." So I always tell people that when we say we're going to do something, then we have to deliver. And we've managed to, up in the ninety percent range of delivery.

Ben would also change his decision if he felt that the circumstances or timing were not right and the project would not have a good chance of success:

> We're moving to a competency-based model here, which is one of the things I wanted. But this isn't the time right now to run competence based on continuous progress or whatever you want to call it. We did a lot of

> work. The teachers bought into it, did a lot of work. But certainly the experience at Betters School and others, which I think were poorly planned, but they did a lot of similar work to what we were doing and all that kind of thing, and the community is not ready for it.

However, when the time and circumstances are right, Alpha School will have competency-based programming.

Justice. Ben included consequences and accountability in his concept of justice. For Ben, justice was a very strong value. For example, he felt that administrators who simply move teachers who are not performing up to standard should, if they choose not to terminate the contract of an incompetent teacher, have to keep this teacher on their staff forever as a logical consequence:

> When the teacher absenteeism is too high or their problems too time consuming, they know they get called in here and get what-for because I'm going to fight against teachers' continuous contracts and all the rest of it, because you can see that with administrators over the years who should have denied people. I think those people should be attached for the rest of their life; no matter where that principal goes, that teacher should follow them.

Being financially accountable for the operation of a school is another of Ben's beliefs. He felt that being in charge of the financial operation of a school gives the administrator the wherewithal to best meet the needs of those students and the community. If the administrator is held responsible for all aspects of the school, he also needs to be accountable for the finances of the school. And being accountable was a pillar in Ben's philosophy:

> That makes me feel really good. I'm really tough on accountability in terms of how money is handled, so that's why I believe school-based budgeting is for me. But that's the only reason why we exist; if we hadn't had decentralized [budgeting], the school wouldn't be here today. I did lots of things I shouldn't have done. I just went ahead and did things; you know, the old beg-forgiveness kind of thing. I didn't do anything dishonest or anything, but through decision making of bureaucracy you can take programming. There was no dance curriculum in this province, and so I just went ahead and built a dance studio and then talked to people about it. So now you have to have a bit of a business sense top do this. So we were bartering and being creative and bringing all these facilities in and still not running a deficit.

Loyalty. Ben had a very strong sense of loyalty, from his staff and for senior administration. His concept of loyalty was very straightforward: If you were not loyal to him and his vision, you would not work with him:

> I know they're ready, so I've also told those reluctant participants that "The train's leaving, so get on board or get out of the way," because you can't have people who are sabotaging you.

He believed that employees must remain loyal to their organization's beliefs if the organization is to flourish, and he modelled this behavior:

> Like district policies. I certainly don't work against the larger group, so that's something I've never been, is a saboteur. Whether I like it or not, I'll certainly work to try to minimize the impact without contravening or violating board policy or whatever. But I haven't run into a lot of that. It's not a major problem for me at all.

Therefore, conflicting values between senior administration and Ben were not seen to be a problem for him. He was loyal to the district's policies, and when there was a difference in values, he worked at minimizing the impact of the board's values upon his decisions. This mediation process allowed him to maintain his own beliefs and values and to make decisions which reflected these values, and yet maintain his loyalty to the board.

Commitment. If one wishes to achieve a dream, one must believe in it, work for it, and be totally committed to it. Ben modelled this behavior very well. He spent a great deal of time at the school and took very little holiday time:

> Spring break, I'll be here eight out of ten days. Summer, I'll be here all of July, take two weeks in August, and then be back. And you can bank on it, I'll be here every day in July. Total commitment. There's no doubt.

This modelling greatly influenced the staff. As reported in the previous chapter, the staff were completely committed to the vision, and their work ethic reflected this commitment.

Cooperation and solidarity. Ofttimes it is more efficient to be directive rather than to seek cooperation to achieve a goal. However, by using cooperation, the effect

is to develop an ownership of the goal or project. This then becomes a part of the informal climate of the school. Ben liked a clean school, and he made this philosophy of cooperatively keeping the school clean a part of the informal climate of the school:

> Amazing how many people are in this building; there's well over two thousand people in this building. And yet there are schools that you can walk in trash up to your ankles. Well, one of the things I'll do is, I'll say to a kid, "Look at that junk on the floor. Can you help me pick it up?" and they'll do it. But if you say, "Pick that junk up," then their back gets up and "I didn't do it," and the confrontation's on. But if you use that kind of, you know, "Let's help each other," we help each other.

Ben fostered cooperation in all aspects of operating the school. Working together allowed the school to maintain large-scale, high-profile events:

> We care. I think I come through loud and clear about the whole thing. Our performances, we have a very demanding, heavy performance season. And being the business side of me, because we're in tough times, we run large-scale productions, and some of the stuff we do here, people don't believe how we pull it off. Every season we end up in the black; we actually make money. So all of our things, the basketball things, all run at a profit or a break-even kind of thing.

This cooperation in the various aspects of school operations led to mutual caring and respect and built a feeling of solidarity among the staff. A feeling of ownership also builds solidarity, and Ben worked at creating situations "to make them feel that sense of ownership, that they're just not stuck here." The feeling of ownership was also fostered among the students:

> People continue to be amazed that they come in here and students see that they are strangers or look like they are lost and take them where they wish to go because they'd taken the wrong direction. In other high schools they've been given a hard time, where here, the kids all feel that they're part of this place and it's their role to look after visitors.

The modelling by the administration and the staff gave the school a sense of mutual caring and solidarity and oneness.

Summary

The values of justice, due process, and cooperation influenced many of Ben's decisions. He felt that adherence to these three subcategories was vital in any administrator's decision-making process.

Moral Values

Introduction

Several subcategories of moral values were highlighted during discussions with Ben. Ben was very cognizant of the role that some of these values, such as caring, played in his decision making. However, during our discussions of factors influencing his decision making, several other subcategories of values emerged.

Caring. Early in his administrative career, Ben became aware of the feeling of isolation and aloneness which can occur in a large school. In a large school, the structure and program organization are such that a student might become anonymous:

> In a high school, my God, a kid can have a different teacher every semester, every course for their entire school career and leave that place and be the John and Jane Does. It's too easy to happen.

One particular incident shaped his values and influenced his thinking about developing a program to ensure that students felt cared for:

> I really have trouble with high schools. When I went to Delta there were twenty-seven hundred students there. Right in my own department there were twenty-two teachers in business ed. And so when I became a principal of Delta, that fall I met a mother who had a youngster entering Grade Ten, but she told me about her son who just graduated from Delta. She said, "My son graduated anonymously from the school" and that the only time they'd ever seen the principal was on the stage at commencement. I thought, That's a heck of an indictment of administrators, and it's an easy trap to fall into with all the administrivia that we have. And so I've been determined that I was going to find a way that kids were not going to be forgotten, that there would be one person, at least one person in the school who knew them well, somebody there to fight for them so they don't get lost in the bureaucracy.

Ben also made the move to meet every student at Alpha. He knew something about each student and was able to deal with each student on an individual basis:

> And they know I know them. I can tell you something about every kid that crosses that platform at grad. And I worked at grads and worked with the kids.
>
> I have a little refrigerator in here, and there's also the story about the Pepsi and the principal's office. I mean, that's a big deal for a kid to be in here and get a Pepsi and things like that.

Ben's generosity to students at Christmas time and on special occasions was legendary, and his continual support of their activities was well noted. The students were aware of the fact that Ben's concern for their well-being was first and foremost. Thus, it seemed only natural when the students presented Ben with a gift, a working model of a cannon, at their Grade 12 graduation. This gesture was not lost on Ben:

> I was almost choking. I did choke when I got that. So the kids feel they're valued and respected. Within reason, you'd never win a popularity contest in this business, but this was special.

For Ben, caring for students certainly was a basic value.

Honesty. Although Ben cared for students and made it obvious, he maintained his sense of orderliness and strict discipline. He was very honest about his feelings and his expectations:

> They know that I'm a bellower. The word is out, "When Ben is in the hallway, move! Ben's coming!" and they're flying in all directions. That isn't because I'm mean to them, but they know I don't put up with nonsense either. So it seems to have worked here, and it worked at Delta too. So I just think you have to treat people with respect, and that doesn't mean I don't get mad. And there's been lots of times these walls have shook when I'm mad, and that's all part of the drama of it, I guess.

He did not believe in having many rules in a school, but the rules that he did have were enforced. This openness and honesty about his expectations were communicated to the students by words and actions:

> I don't believe in a lot of rules. But the few rules we do have are strict. I'm really fanatical about them, and the kids know that.

Ben was honest in his dealings with others and expected the same honesty in return.

Truthfulness. In order to create a caring atmosphere for students, Ben instituted a program whereby each student would have one staff member to whom he

or she could relate and know. Ben wanted "to make sure the kids know that somebody cares for them inside the school." He proceeded to institute a teacher-advisor program. Because he had seen this program in other schools, he was well aware of the program's failings. He also realized that each staff member would be involved in the program to a greater or lesser extent. He thus created an advisor program which allowed for individual differences:

> Most of these advisor programs have failed because the administration has imposed it on the staff. And then you've got these reluctant participants. I'm sure you're aware of Theta School; part of the plan for that new school was the advisor program. It was a joke; it never did work. I know, because I have nieces and nephews at that school that became a holding pen: "Let's make a deal: You don't bug me and I won't bug you, and the administration won't find out." And so they just stayed in the room quietly.
>
> So what I did was started with a reading program, and I know they do this in elementary and junior high schools. But high schools have never stopped for fifteen minutes in the day to read. I wanted to bring the teachers into it this way to see that this could work, and so for fifteen minutes we read. Everybody in the school, from the custodians to the principal, read. And of course people didn't think it would work; by gosh, it did work! You can hear a pin drop in the building.
>
> So then what I wanted to do was give people a comfort thing, a support system for advising, because what I wanted was a twenty-minute advisory period every day. And that teacher-advisor would become the mentor, the advocate, supporter for these kids. And because I have seventy-five teachers here, we'll have a third that would be wonderful with an advisor program, who would need all twenty minutes of that time doing the kind of work that counts. Another third or more will do a good job, but won't need all of that time, and then what will they do with the rest of that time? And of course there's another smaller group, a smaller group that are stuck with it. And actually they may be very good teachers but are not comfortable with that one-on-one kind of thing with kids. So what we crated then was an advisor reading period. So they use whatever part of that twenty-minute period, and the rest of the time is spent in reading. So that was an out for them, so some days the teachers who aren't strong at that will use all of that time for reading. And what we built in is once a month or more, frequently we would continue to work and develop teachers into becoming better teacher-advisors so that they would be teachers who were successful who were sharing their experiences. And I think, generally speaking, we have probably one of the few successful reading advisories. So I guess that's how I made it happen.

Courage. To institute an advisor and reading program at the high school required courage. It also required courage to bring a junior high school program into

a high school. Ben was not to be denied; he had the courage of his convictions and succeeded in bringing a junior high program into a high school:

> Just imagine how exciting this is going to be. First of all, we're a special junior high, we're not going to be the neighborhood junior high. We're not letting every kid who wants to come in here. I've got parents who think this is the way they can save their kids. Well, that's not what we're here for. We're here for kids who are studying ballet or theater or dance or have strong talent in that area, and we're going for them, so they have to be good academic students and have good discipline and all the rest of it, and be strong artistically. They have to present portfolios or other credentials or documents to show that they are in fact really an arts kind of kid. So these are kids who have had great anxiety and pushed parents on whether they're going to get in or not. A third of them are from out of the district. And the way the numbers have come in, we have not harmed any junior high in the district. If you've got a hundred and forty elementary schools and you've got one kid out of every other elementary school, because we have something like sixty Grade Sevens, that doesn't affect anybody. I've put a map on the wall and put the pins in, and it's just an even distribution across the city. And none from the inner city, so we're not hurting that low enrolment of inner-city schools. So I'm really happy with it.

The integration of the junior high school was one more block in Ben's vision, and he continued to display the courage and drive to achieve his vision.

Intermediate-Range Values

In discussions with Ben, none of the subcategories of intermediate-range values were evident as separate entities. Some of the subcategories from this grouping, such as meaningful employment, the ability to read, and entertainment, could be found in examples given to illustrate the values from other value groupings such as citizenship, truthfulness, and a sense of meaning of life.

Specific Values

Introduction

Ben identified three subcategories of specific values which he felt influenced his decisions regarding the future direction of the school.

Particular school. In our current society, the need for two months' vacation time in the summer runs contrary to Ben's vision of schooling. He favored a concept of year-round schooling. When he first proposed this idea to senior administrators and the community, it was met with many questions, many reasons why it should not be done, and very little support:

> So I backed off, and I'll still pull it off. I want this to be a full-year school. And we're offering three-week summer school of the arts now. And that whole business of temperatures and so on is a bunch of nonsense. Twelve-month schools, year-round schools usually shut down in July anyway. That's always the hottest month. August is not a hot month. You can have hotter weather in June or September than you can in August. So that's a nonissue with air conditioning in buildings. So I'm chipping away at that, getting people used to the idea.

This belief in year-round schooling continued to influence his decision making and had an effect upon his vision for the school.

Particular programming. The belief in year-round schooling had a great influence upon scheduling and extracurricular activities. Staffing would also be affected by it. However, Ben did not envision any particular programming influencing the scheduling of administrators:

> I don't know why it frightens people so much, because look at the schools in central Alberta that are doing it this year. That's a wonderful schedule they've got planned. See the holidays of administrators that we have? If you took every day of time that we stay, we only get six weeks in the summer.

Ben felt that the school's ability to plan particular programs for the students would have far-reaching positive effects. Students' academic schooling could then be scheduled around their extracurricular or option programs:

> And for our kids here, our kids dancing at the Alberta Ballet School, they're off on that dance tour in December. It makes more sense for them to be in school in August than it would be at a time when they're into performance schedule. So it isn't a matter of space utilization so much as looking after the needs of the kids.

These specific areas of educational change were very much an influence upon decisions that Ben made regarding the future of Alpha.

Vision. Ben had a particular fear of plateauing or stagnating in his vision. He was therefore on a continual journey to move forward. This belief in constantly moving forward was a major influence in his decision making:

> What I'm always afraid of is plateauing or sliding backwards. Why would a kid come here unless we are better than the neighborhood junior high school? Why would a kid leave Brown or Theta, or why would they leave those communities and come here and take drama and art when those schools all have good programs? You can't knock their programs at all. The Omega band is one of the best in the province. So why do they leave the schools unless we're really special? So I have to keep the staff going all the time. Okay, so now we're here, now what do we do next to just reach for that next bit of it? And the junior high is part of that strategy. Can you imagine what those little schmucks are going to be like after six years here? By the time they hit Grade Twelve, they're going to be amazing!

Ben's vision of Alpha was constantly evolving and changing in light of new research and experiences and ideas. It was this evolving nature of the vision which influenced many of Ben's decisions, for his dream to achieve his vision, and then to pass the future of the school to someone else who had an even larger vision.

Summary

Ben perceived that few specific values influenced his decision making. One specific value, his vision of the future of Alpha, however, had a tremendous influence upon the nature and influence of his decision making.

Chapter Summary

In discussions with Ben, 17 subcategories of values (see Table 5) were identified as having a role in or influencing Ben's decisions. One area, intermediate-range values, was not identified by Ben has having any influence upon his decisions. The specific value of building a vision was seen by Ben, and by the staff, as being of paramount importance in influencing any decisions that Ben made.

Table 5

Comparison of Subcategories of Values as Identified by the Staff and the Principal

Values	Number of subcategories identified by staff	Number of subcategories identified by principal
Basic human	9	5
Social and political	9	5
Moral	9	4
Intermediate-range	4	0
Specific	5	3

CHAPTER 7

FINDINGS AND DISCUSSION

Introduction

The main purpose of this study was to address questions concerning the place of values in administrative decision making in an effort to improve the understanding of values, their nature, and their influence in the decision-making process. Specifically, the study sought to identify and categorize the types of values employed in a principal's decision making and their influence upon the process from both the staff's perception and the principal's perception.

The study was directed by a general research question, with several subsidiary research questions. Chapters 5 and 6 detailed and elaborated upon the categories and subcategories which emerged from the data gathered in response to these research questions. This chapter will present the specific findings of the study as guided by the research questions.

Subsidiary Research Questions

Question #1: How do educational administrators categorize values?

Kluckholm (1951) defined *values* as "a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable that influences the selection from available modes, means, and ends of action" (p. 395). He related values to action by identifying values as a determinant of that action. Beck's (1984) value framework was used to identify the value component of a reported action. Words such as *we believe, we should, he likes, it's important, we will, we ought to, good, great,* and *we have to* were clues to value statements. These words indicated a sense of what was perceived as desirable for the principal or important for the principal. Analysis of the data, organized within the value framework, allowed for

drawing conclusions concerning its content. By equating importance with frequency, a noninferential strategy was used; no judgement was necessary to establish importance.

However, classification of a particular value statement into a category was sometimes problematic. The content of each statement was judged as to whether the statement was based on personal experience, more universal principals of organization analysis, or values which transcend both personal and organization concerns. Thus, these categories may not be mutually exclusive.

The staff and principal made multiple references to three of the five specified value categories in their school-based decision making: basic human values, social and political values, and moral values. Whereas the staff felt that there was some influence exhibited by several subcategories of intermediate-range values, the principal did not identify any values from this category (Table 6). The staff and principal both identified several values from the specific-values category as important influences in the decision-making process.

The research question asked here was, **How did the individual categorize the values?** The meaning and use of each of the values were specified through comments made by the staff and the principal during the interviews. Observations and notes made from the interviews yielded an impression of each interviewee's perception of the principal's educational values and beliefs, and the impact that these had on his decision making. To clarify the meaning attached to each of these values, an illustration of each value within its subcategory and general category is presented in Table 6.

Table 6

Illustrations of Values and Comments

Value	Staff's comments	Principal's comments
Basic human		
Sense of meaning	• Ben has a very clear vision of what he wants. (Sam) • That's the big difference. There's a vision here. (Art) • He knows exactly what he wants. (Sal) • The underlying criteria is what's best for the student. (Pam)	• We've been able to change this school. • Look at all these kids can have. • Courses that prepare them for the future.
Mutual respect	• Not asking more of us than he asks of himself. (Pam) • Once he handed something over to you, it was yours. (Sam) • The kids have a very deep respect for him. (Dan) • Respect is important. . . . The kids always acknowledge him. (Lil)	• They [the staff] feel they have an influence over the things they are doing. • I believe in empowerment of the staff. • I don't expect them to work any harder than I do. • I did what I was told. • You have to treat people with respect.
Self-respect	• He's made a commitment to himself. Certain things are important to him. (Pam) • He really believes in what he's doing. (Lil)	
Helping others	• He cared enough to make sure that everyone was placed. (Sam) • If we have a concern, . . . we go to our administrator. (Lil) • We're professionals, and we are trying to help you. (Kim) • Ben is very good about sharing his perspective. (Kim)	
Community involvement	• Ben really believes in parental involvement. (Kim) • We had developed partnerships with different arts facilities around the city. (Sam) • He's been an acknowledged leader with the city. (Dan) • He went to a lot of community meetings. (Sam)	• We have more parent involvement in this school. • Our arts society has . . . over three hundred families.

(table continues)

Value	Staff's comments	Principal's comments
Friendship and support	• Integrate with the teachers. (Lil) • He's totally involved with these kids, . . . just as friendly as ever. (Sal) • Ben was interested in me as a person. (Lil) • He treats each person individually as they see fit, . . . as what that particular person needs in terms of support. (Pam) • The support is there; it's just a given. (Sal)	• I had . . . the Minister of Culture . . . here for the evening. • It's under the patronage of the Lieutenant Governor.
Attitude and happiness	• I've never seen him so happy . . . because . . . the dream is happening. (Pam) • Driving ahead. That's a nice attitude to have permeating the school. (Art)	• I always feel enthusiastic about things.
Survival and success	• There's some people who thought it would be impossible. (Sam) • Some . . . might not have been able . . . to survive it. (Kel) • They have a reason to feel safe. (Dan)	• I'm still a businessman, and I [need] results.
Knowledge	• He's the guy that does his homework. He knows what's going on. (Lil) • [Ben] sees the long-term vision for it. (Dan) • He's always thinking, always looking at any situation or idea. (Pam)	• I wanted to be sure that in these tough times we're really institutionalized.
<u>Social and political</u>		
Due process	• Work for ten years and change the comfort level. (Kim) • By the time they [Grade Seven students] get to Grade Ten, . . . they will form a nucleus of what we think a junior high should be. (Art) • It took quite a few years to get to the point where they are now. (Pam)	• I'm going to get my way, and it will take me a long time. • So I just chipped away . . . and lobbied, . . . and they finally caved in.
Citizenship and community	• There's a real sense of networking with the broader community. Ben sits on about six councils. (Kim)	• That's going to be picked up by the corporate community.
Respectability	• Everything is done to the best, the best it can be done. . . . We all work to a standard. (Pam) • You had to have courses that were challenging. (Sam) • Ben was conscious of the academic standards in the school. (Sam)	
Tolerance	• There's a high level of tolerance and understanding in this school. (Kim) • He has a tolerance level. (Dan) • Kids have green hair, and that's okay. (Lil)	

(table continues)

Value	Staff's comments	Principal's comments
Participation, cooperation, sharing	• We've done a lot of successful P.D. work with our staff. (Kim) • It is communication and sharing it. (Kim) • There's always room for discussion as far as Ben's concerned. (Kim) • He works hard at having the community involved. (Pam)	• Let's help each other.
Solidarity	• There's a lot of talk between teachers. (Sam) • It's all intermingled; you don't sit in departments. (Art) • Not a morale problem. You just don't have that concern here. (Lil) • There's a feeling of contentment here. (Art)	• The kids feel they're part of the place.
Loyalty	• Ben demands loyalty from his staff. (Art) • He wants the staff to follow exactly what he's doing. (Joe) • You can't have sabotaging. (Dan) • "Get on board or get off!" (Sal)	• You can't have people who are sabotaging you. • That's something I've never been, a saboteur.
Justice	• "Where do we send them?" Well, guess what? Take care of them! (Sal) • Making decisions on what's best for the student. (Pam) • The policies are very straight; . . . we have to make it work. (Kim)	• I think those people should be attached for the rest of their life.
Moral values	• He really believes in the value of people. (Sam) • He makes you feel important. (Pam)	• We care. • Find a way that kids are not going to be forgotten.
Caring	• He does nice things for kids at Christmas time. (Dan)	
Responsibility	• We want the students responsible for themselves. (Kim) • A sense of pulling together by the staff. (Art) • Lots of opportunity here to take the initiative. (Pam) • You are given the responsibility, and you report back. (Dan)	• I like to be in charge. • You have to support your family.
Courage	• He was faced with some awfully, awfully tough decisions. (Sal) • He's persuasive, he's single minded, . . . he's tough. (Joe) • The long-term vision was never forgotten, and there were setbacks. (Joe)	• Was in a lot of trouble, . . . so I had to change that quickly.

(table continues)

Value	Staff's comments	Principal's comments
Commitment	• Total staff commitment and belief in the vision of the school leader. (Kim) • You're committed to what you're doing. (Joe) • The kids are committed to the program. (Sam) • You need the vision, the patience, the determination to stick with it. (Joe)	• Spring break, I'll be here eight out of ten days. • Total commitment, there's no doubt.
Consistency	• You're consistent. You follow through. (Lil) • He's very consistent in his dealings with staff and students. (Pam) • For me, it's that consistency and example. (Pam)	• Everybody in the school, from the custodians to the principal, read.
Honesty	• He wanted honesty from the kids. (Ted) • He's not unfriendly or mean; it's just the school rules [he enforces]. (Pam) • He'll tell it like it is. (Lil)	• I don't put up with nonsense. • The few rules we have, . . . I'm really fanatical about them.
Togetherness	• They're very friendly, the kids. (Pam) • Some students become pretty accepting of each other. (Joe) • I came here and I fit. (Sam)	
Unselfishness	• New teachers get on board, and they do a hundred different things. (Lil) • They all support each other. (Lil) • They're willing to go out there and help you. (Sam)	• We have not harmed any other junior school in the district.
Intermediate-range		
Excellence	• We probably have the most successful AP program in the entire province. (Art) • The number one focus here is academic. (Dan) • Create and maintain a school of excellence. (Pam)	
Needs	• A community like Edmonton . . . needs . . . a school that focuses on the arts. (Ted) • To incorporate drama into our [academic] setting. (Joe). • We do a lot of intervention work when there's a problem. (Kim)	
Staffing	• You have to bring teachers on board who can enable those things to happen. (Kim) • Even if it meant losing one of their good teachers, they contacted Ben. (Kim)	

(table continues)

Value	Staff's comments	Principal's comments
Programs	• Anything that will benefit kids, he's on it. (Lil) • He is willing to run these [technological] programs for these students. (Lil) • That doesn't mean other things in the school can't exist. (Kim)	
Specific		
Facility modification	• You had to modify some facilities. (Sal) • We ended up doing all kinds of renovations. (Sam)	• The school was built for the arts.
Student behavior	• Students buy into that particular behavior. (Kim) • Incredible school bonds and very fine young people here. (Art) • They're going to be better [people] because of the experience they've had in this school. (Art)	• They know what I expect. • So I want . . . to shoot a cannon down the halls and not hit anybody.
Staff-student relationships	• I am there as a teacher; I'm there to help you. (Lil) • We've got to give them opportunities. (Kim) • Joy just doesn't quit; . . . she believes it's good for the kids. (Kim)	
Building a school	• As long as it stays in the abstract world, people won't buy into it. (Kim) • We did a lot of very good research. (Kim)	• I want this to be a full-year school.
Building a vision	• The school is bigger than the individual. (Sam) • I think Ben is very clear about what he wants. (Ted) • Everything was geared towards this dream, this vision. (Sam) • Ben does have ideas and visions. (Sal)	• I'm afraid of . . . plateauing or sliding backwards. • We're here. So what do we do next?

Values in the basic-human, social and political, and moral-value categories dominated the data from the perspective of the staff and the principal. In her research, Campbell-Evans (1991) found only the first two categories of values, basic human, and social and political, as dominating the data. This finding was based on an analysis of interviews with principals and is in agreement with the current study when only the principal's responses are analyzed. As well, this study supports the previous study in that the third most common value type was from the moral-value category.

It appears that the staff tended to categorize the values that they perceived the principal using as a result of the consequences of his decision, whereas the principal tended to categorize the values that he used as those which best fulfilled the need for his decision. In other words, the staff tended to categorize values as an end, whereas the principal tended to categorize the values a priori, or as a means.

Question #2: What relationships do administrators perceive between values and decisions?

Stufflebeam (1971) said that decisions were influenced along two dimensions: (a) the purpose of the decision, and (b) the relevance of the decision. By using these two precepts, it is possible to categorize education decisions as one of four types:

(a) policy-planning decisions to determine goals and objectives;

(b) implementation decisions regarding the structure of the proposed innovation or modifications of an existing system; (c) operational decisions, which would improve efficiency and effectiveness of the organization; and (d) evaluation decisions, which are assessments of the degree of stakeholder satisfaction attained and changes in stakeholder preference. Each type of decision illustrates a corresponding set of values.

Policy-planning decisions. Decisions of this type are generally concerned with the running of the school. They involve the goals, objectives, and vision of the school, as well as more mundane elements such as student behavior and programming. The staff perceived Ben as using several different values while making these decisions:

A sense of meaning:

> Ben has a very clear—and has had for a long time—a very clear vision of what he wants. And nothing gets in the way of that vision. (Sam)

> The vision . . . had to do with a long-time wish of his to create an arts-focus school where people and kids that had an interest in the arts . . . could send their children to. (Sam)

> He came here with a vision, and he laid it out pretty clearly to the staff. (Pam)

Knowledge:

> When he goes to board meetings or these principal meetings, he's the guy that everybody looks to because he's the guy that does his homework. He knows. (Lil)

Needs:

> He [Ben] is aware of what these kids need to do to become successful in this modern day and age. (Lil)

Programs:

> Anything that will benefit students. . . . He's seen what arts programs do to students: Arts programs develop confidence in students. (Lil)

Building a vision:

> He made a decision because it had to be made sometime. Everything was geared towards this dream, this vision. (Sam)

The strongest relationship for this type of decision was with basic human values, where two subcategories, a sense of meaning and knowledge, appeared to influence the decisions. A subcategory from the specific-values group, building a vision, was also seen as being influential in this decision type. However, it could be argued that this subcategory value, building a vision, is misplaced in the specific-value category and is better suited to the basic-human category. It could be argued that building a vision, or a dream, is a basic human quality and a value which embraces all people.

Implementation decisions. These decisions are more in the realm of developing the structures to ensure that the goals can be reached. To that end, the values which influence these decisions would tend to be of a more practical nature.

Community involvement:

> Ben really believes in parental involvement, and we've got a good three hundred parents that are very active in and involved through parents advisory and the arts society. (Kim)

Due process:

> We still have a long, long way to go. But . . . the concept of the humanities in the English and social sciences, for example, is a step towards that. (Art)

Excellence:

> There has been an incredible shift and change in . . . the kind of expectations in what the students are doing, because we simply expect excellence, and we're getting it. (Art)

Needs:

> Ben was one of those people who could see the value of getting—so he's always going to have the most modern, up-to-date kinds of equipment that he needs. (Sam)

Facility modification:

> But to make this thing [Alpha] go, you had to spend money. You had to modify some facilities. (Sal)

The relationship between implementation decisions and values seemed to favor the intermediate-range values of excellence and needs. These types of decisions appear to be geared to achieving the goals or vision of the first type of decisions; namely, policy-planning decisions.

Operational decisions. Decisions which would improve the efficiency and effectiveness of the school must be made almost on a daily basis. Although some of these decisions affect more objective elements such as timetables and the purchase of technical equipment, many of them concern people and the interrelationships between and among the staff, students, community, and senior administration.

Sense of meaning:

> And so we all fit into the same general philosophy. So he's chosen people basically that would follow that kind of philosophy and who are not afraid of change and not afraid of hard work. (Art)

Mutual respect:

> And so he's not asking any more of us, whether it's teachers or students, than he asks of himself. (Pam)

Helping others:

He trusted me; he just left me alone. Ben's been of the opinion that if we're going to run the tournament, we run it first class. (Ted)

Friendship and support:

He treats each person individually as they see fit. . . . And he wants his staff to follow, to ensure that they follow him exactly where he's going with his vision. (Pam)

Respectability:

It's important to Ben that the school not be looked on as just being a performing-arts school where academics are not important; that academics are important. (Sam)

Sharing:

If Ben believed in it and didn't share it with the rest of us and get us all involved, . . . it wouldn't work; it just wouldn't. (Kim)

Responsibility:

Ultimately, we want the students responsible for themselves, but I think we have to give them a model. (Kim)

Courage:

I think at that point Ben was in his element. And he was faced with some awfully, awfully tough decisions. Here, he had to revitalize the school. (Sal)

Commitment:

I would say the overall, total staff commitment and belief in what the vision of the school leader is . . . enabled that to take place. (Kim)

Consistency:

You're consistent. You follow through on what you're going to do, and he [Ben] does that very well. (Lil)

Unselfishness:

When you want to do something, they're willing to go out there and help you. The offers from there are, "Hey, you, _____, we can do it. . . . We'll make it for you." And they'll help you with any kind of thing that you want to do. (Sam)

Staffing:

> You have to bring teachers on board who can enable those things to happen. (Kim)

Programs:

> This is something he thinks that our kids should be prepared for. He is willing to run these programs for these kids. (Lil)

As is evident from the above illustrations, most of the values related to these decisions are of the moral type, with basic human values also used extensively. Because of the nature of the decisions, values involving a transcendent point of view exhibited the greatest influence.

Evaluation decisions. Several different values appeared to be related to decisions of this type. Because the criterion for these decisions is the satisfaction or preferences of the stakeholders, the values inherent in these decisions must be concerned with the perceived satisfaction of all stakeholder groups. Therefore, the values underlying the decisions must reflect a concern for the stakeholder.

Sense of meaning:

> You're meeting a need of a community, and in that you're looking after the best interests of your students. (Pam)

Mutual respect:

> He gets a tremendous amount of respect from his teachers. And a lot of them will just follow him to the end of his dreams. (Sam)

Community involvement:

> He's been an acknowledged leader with the city and provincial governments as far as someone to take to Asia on various sorts of trade missions. (Dan)

Attitude and happiness:

> Why would a kid leave Brown or Theta, or why would they leave those communities and come here? Why would they leave the [neighborhood] schools unless we're really special? (Ben)

Survival and success:

I guess sometimes to bring about transition . . . you have to do some abnormal things. There's some people who thought it would be impossible. (Sam)

Citizenship and community:

Ben sits on about six councils. If he's connected there, then those people know what we're doing, and then the spinoff is good. (Kim)

Respectability:

Everything is done to the best, the best it can be done, so there's no second-rate performances. I think that's an expectation of all of us. (Pam)

Tolerance:

They [the students] were saying in junior high they felt sort of odd, and they came here and they're one of the crows. (Kim)

Solidarity:

These teachers are not being forced to do anything they don't want to do. They are accepting these challenges. (Art)

Caring:

It's easy to forget that the school also takes care of kids that really—I mean, you talk about at-risk—that nobody else wanted. (Sal)

Responsibility:

There's lots of opportunity here to take the initiative, bounce new ideas off people, and go with them. I like working with him, yes, yes. (Pam)

The two types of values most relevant to these decisions are the basic-human and moral categories. The principal appeared to be not inclined to focus on limitations, problems, or failures. This reluctance to dwell on the dark side is consistent with our expectations of an individual who tends to feel very confident and competent in his ability and has few doubts about himself and his ability to do the job.

Question #3: What values do administrators use in making professional decisions?

In this study the staff perceived that the principal attached great importance to 36 separate values when making decisions involving the school. The principal identified only 17 values as having an influence upon his decisions. For both groupings, particular importance was given to values which spanned three value types: basic human, social and political, and moral. The staff identified 27 values from these three categories, whereas the principal identified 14 values as being especially useful.

The data indicated a high degree of emphasis on basic human and moral values when the participants identified the principal's values in response to context-free questions. This also held true for the principal. When values were identified in the context of solving practical problems, there was a high degree of emphasis on social and political-type values by both the staff and the principal (see Table 7).

In terms of frequency, the staff comments reflected the perceived values of the basic-human type (333) most often, followed by moral values (268), then political and social (238), specific (112), and intermediate-range values (107). The principal's comments, however, most often reflected values of the political and social type (39), followed by moral values (23), basic human (21), and specific (19). The principal did not identify any values of the intermediate-range type. It is interesting to note that, although the staff identified 36 subcategories of values within the five types that Beck (1984) outlined, the principal identified only 17 subcategories in only four of the categories.

The staff referred to the principal's sense of meaning most often as the value underlying his decisions. The principal rated due process as the most frequent value, followed closely by sharing and cooperation. Whereas the values of building a vision and commitment were rated 3 and 4, respectively, by the principal, they were ranked

Table 7

Frequency of Values

Value	A Frequency (staff) No.	Rank	B Frequency (principal) No.	Rank	C Frequency (total) No.	Rank	D Mentioned by staff
Basic human							
Sense of meaning	70	1	6	1	76	1	12
Mutual respect	62	2	6	1	68	2	12
Self-respect	27	6	3	4	30	6	12
Helping others	31	5	0	-	31	5	10
Community involvement	24	7	0	-	24	7	8
Friendship and support	47	3	0	-	47	3	12
Attitude and happiness	18	8	4	3	22	8	8
Survival and success	16	9	0	-	16	9	9
Knowledge	38	4	2	4	40	4	10
Social and political							
Due process	47	1	14	1	61	1	10
Citizenship and community	21	6	0	-	21	7	8
Respectability	29	4	0	-	29	5	12
Tolerance	17	8	0	-	17	8	7
Participation	31	3	0	-	31	3	10
Sharing and cooperation	36	2	11	2	47	2	12
Solidarity	27	5	3	5	30	4	11
Loyalty	18	7	6	3	24	6	12
Justice	12	9	5	4	17	8	7
Moral							
Caring	44	1	6	2	50	1	12
Responsibility	12	9	0	-	12	9	6
Courage	26	6	2	5	28	6	8
Commitment	41	4	7	1	48	4	12
Consistency	40	2	0	-	40	3	10
Honesty	37	3	4	3	41	2	12
Truthfulness	20	7	4	3	24	7	7
Togetherness	17	8	0	-	17	8	6
Unselfishness	31	4	0	-	31	5	9
Intermediate-range							
Excellence	27	3	0	-	27	3	9
Needs	31	2	0	-	31	2	9
Staffing	13	4	0	-	13	4	7
Programs	36	1	0	-	36	1	12

(table continues)

Value	A Frequency (staff) No.	Rank	B Frequency (principal) No.	Rank	C Frequency (total) No.	Rank	D Mentioned by staff
Specific							
Facility modification	18	4	0	-	18	4	7
Student behavior	24	2	6	2	30	2	12
Staff-student relationships	16	5	0	-	16	5	10
Building a school	23	3	5	3	28	3	7
Building a vision	31	1	8	1	34	1	12

10th by the staff in terms of frequency. However, all the staff mentioned these two values as being influential in the principal's decision making.

The highest ranked basic human values for both groupings were sense of meaning and mutual respect. The idea that the school had a definite direction and the principal focused on where the school was going seemed to provide the staff with a concept in which they could not only believe, but also grasp. The commitment to this focus appeared to create a great deal of mutual respect and trust. Both groupings ranked knowledge fourth, which is much lower than expected. This seems to fly in the face of conventional thought which says that "the study of educational administration is properly guided by an interest in formal, verifiable hypotheses derived from theory; and a view of theory which is detached from personal commitment, objectified, highly rationalized, and restricted in scope" (Riffel, 1986, p. 156). Friendship and support, which was the third-ranked value of the basic-human category, was not mentioned by the principal; this may be due to the principal's strong belief in commitment and mutual respect, which may include friendship and support.

In the social and political category, both groupings ranked due process, and sharing and cooperation as first and second, respectively. The principal ranked these two values first and second overall. Whereas the staff seemed to differentiate between *cooperation* and *participation,* the principal did not make this differentiation:

> We worked together on it, . . . the three of us working together. (cooperation as seen by Lil)
>
> Everybody works hard, . . . so he models what he expects. (participation as seen by Pam)
>
> We're all in this together. (Ben on cooperation and participation)

Ben's commitment to the vision and his expectation that the staff were equally committed to it may have blurred the lines of difference between these two components for him.

Caring was ranked the number-one value for the staff in the moral category and ranked second for Ben. However, whereas Ben ranked commitment 1 in this category, the staff ranked it 4. The staff ranked consistency as the second most frequently mentioned value, and Ben did not even indicate that it was a factor. Both groupings agreed on the importance of honesty as a moral value, because both ranked it 3 by means of frequency of mentioning it.

The value category of specific values showed surprising agreement by both groupings of the rank order of values, as indicated by frequency. Both groupings ranked building a vision, student behavior, and building a school as first, second, and third, respectively, in frequency. As well, in both groups there was a difference of only one tally between second and third place in the rank order. All participants seemed to agree that building a vision was a major specific value which greatly influenced Ben's decision making.

The staff participants identified four intermediate-range values which they perceived as influencing Ben's decisions. Ben did not identify any values from this group as influential in his decisions. This tends to support Campbell-Evans (1988), who also found that this category of values had very little influence upon principals' decisions.

The frequent references to the subcategories of the values of participation and cooperation from the social and political category acknowledged the importance of

involving other stakeholders in the decision-making process. This is substantiated by other research which showed that expert principals used the collaborative process in most of their decisions (Leithwood & Steinback, 1990). These principals believed that the benefits included greater commitment on the part of the participants and better solutions to the problems.

Beck (1984) placed the subcategory of knowledge in the basic human values category. As a value subcategory, knowledge may better fit in the social and political category because knowledge of consequences affects many decisions.

Question #4: What importance do administrators attach to different types of values?

To determine the dominant value types and the importance that the staff and the principal attached to each type and to the subcategories of values within each type, the data were examined in a number of ways: (a) the number of references made to a particular value, (b) the number of individuals making reference to a particular value, (c) the dominant values stressed by both the staff and the principal, and (d) the values identified as important by all participants. These findings are summarized in Table 7. The most frequently mentioned values were those found in the basic-human (333) and moral (268) categories. From these categories, values such as sense of meaning, mutual respect, friendship and support, caring, commitment, and honesty prevailed. The overwhelming emphasis on human skills seems to suggest that these participants place more value on human relations and getting along with others than they do on the principal's ability to offer technical expertise or holistic thinking.

It is not surprising that both the staff and the principal valued the possession and exercise of human skills over either technical or conceptual skills if one considers the importance attached to human-relations skills in the conventional wisdom of

educational administration. What is surprising, however, is that technical and conceptual skills were referred to so seldom by the participants.

The principal's values were of major importance as motivating influences. These values, primarily basic human, would indicate what activities and initiatives would be undertaken and with what degree of enthusiasm:

> Ben is an excellent example of a truly committed professional with a very strong belief in what's best for kids. And his belief is infectious, there's no doubt about it. You can't work with that man without just being caught up in what he's caught up in and wanting to enable that thing to happen. I was with Ben on a trip, a P.D. trip, ten years ago, before the school really started. And when we looked at some performing-arts schools in Toronto, we got our associate, and, well, I could see what he saw in those schools at that time. And I really believed in it. (Kim)

Values were indeed springboards to action. Where there were no strong convictions, corresponding activities did not take place; or if such activities were prescribed, they were carried out with indifference:

> But how are decisions made? I'll tell you. Although it may appear that many of the decisions are made by the staff, many of the decisions do come from the top, and they come down. They are not generated from the staff going up. However, if you do have a good idea and if there are ideas coming from the bottom going to the top, then there's always someone there who listens to your ideas, and change comes about. (Art)

A key factor that distinguishes one school community from another is the principal's value set and the resulting behaviors shown by these values. Modelling the behaviors expected set the tone for the school:

> I always think that it's leading by example. And so he's [Ben's] not asking any more of us, whether it's teachers or students, than he asks of himself. And the things that are important to him are to be on time, to be where you should be when you should be there, be paying attention, to have respect for others; and those, they're nice and clear. There's no waffling around, and it's always the same; it isn't [only] one day. (Pam)

Students learn from the formal curriculum but also from the people and the interactions within the organization. They observe the principal and learn from the values the principal models.

Question #5: What is the influence of values in administrators' decision-making process compared to other relevant influences?

Although there are a number of individual factors which influence the administrative decision-making process, they can be viewed as one of two types: internal or external factors. Internal factors which influence decision making would include the values of the administrator; external factors would be influences outside the principal's domain such as time, money, or factual information.

In this study nine internal and three external primary influences were identified from the interviews. The internal influences identified were a sense of meaning, mutual respect, friendship and support, due process, caring, commitment, consistency, knowledge, and sharing and cooperation. The external influences identified included money, time, and information.

Both types of factors had an influence upon the decisions made with respect to Alpha. In terms of the external influences, money, or lack of it, was mentioned most frequently. Comments such as the following were fairly common:

> How do you look at a half-a-million-dollar deficit and then spend three hundred thousand more? You've got a deficit, but you've got to spend money. (Kel)
>
> "Ben, it's going to cost this." (Ted)
>
> We ended up doing all kinds of renovations, . . . so we went into debt. (Sal)
>
> We've got to have the technology in our schools, and we need funding for that. (Lil)

Although the financial implications were certainly on the agenda as far as decisions were concerned, this factor did not seem to influence the principal's decision not to follow a decision which was value based. Even though technology was costly, the value of commitment for the best program for the students proved more influential.

Comments regarding time, or lack of it, were also made fairly frequently:

> I know that going back to Alpha I'll wind up having double the amount of time I put into a place, but I'd do it any time. (Sam)

> It was the great amount of time he put in. No matter where he went. (Sam)

> I was concerned that we wouldn't have enough time. (Lil)

> There's so much to do! We can't lose time! (Ben)

When the factor of time was juxtaposed against such internal values as commitment, and sharing and cooperation, the latter had much more influence over decisions. Because of this sense of commitment, the staff cooperated and worked beyond the required time to meet their obligations. This sense of meaning and of commitment and belief in the vision had a much greater influence upon decisions than any outside factors did.

The influence of factual information was the one external influence which seemed to have a definite effect upon the principal's decisions. For example, when Ben was informed that, due to declining enrolments, he would have to declare thirteen staff surplus, this influenced his decision. Even though he was committed to the staff and offered them his friendship and support, this knowledge of external influences affected his decision.

It is perhaps a measure of the individual that he seemed reluctant to blame external factors for his inability to accomplish whatever he desired. His belief in his own ability and in the due process seemed to allow him to accept some reversals in his vision. And yet, his acceptance of personal responsibility was not debilitating, nor did it limit his sense of effectiveness as a leader. Indeed, it may have had the effect of enhancing his image in the eyes of those with whom he dealt.

Question #6: How do administrators respond to situations in which the district's proposed course of action conflicts with their personal values?

Administrators are expected to make decisions that reflect the explicit and implicit values and expectations of their organizations. Although it is possible for a principal's personal values to coincide with his professional values, it is more likely that conflicts will exist between his personal values and the organization's values which principals are required to represent in their decisions and reify in their actions. Illustrations of conflict situations provided another opportunity to explore the influences that values played in a principal's decision-making process.

Conflicts may arise as a result of external or internal directives or pressures. External conflicts are those which arise because an external directive contradicts a value held by the principal. However, the potential for personal values to influence the process of decision making is always present. The following illustrates this point:

> I'm a poor loser. I'm always determined that, one way or the other, I'm going to get my way, and it will take me a long time. The junior high is an example. I mean, over there they [central administration] were not supportive of that, and that was part of my original revitalization plan. The best arts schools in the whole operate with Grade Four to Twelve, and I wanted the Grade Sevens to Nines in here. So I just chipped away and chipped away and lobbied, and then all the things I needed to do, they finally caved in, and now they think that's their idea. That's fine, as long as I got what I wanted for the school. (Ben)

The data indicated that when the external policy conflicted with his values, the principal responded initially by following the external policy. He dealt with the conflict by moving to convince and persuade others to change or amend the policy in order that it be more compatible with his own personal-value position. Thus, the external policy was assessed, and the course of action taken was determined through the principal's own value system.

Ben did not see conflicts between a course of action proposed by the district and a personal value as a major problem in his decision-making process. This may be the result of his strong personal value of loyalty. As he explained:

> Like district policies. I certainly don't work against the larger group; that's something I've never been, is a saboteur. Whether I like it or not, I'll certainly work to try to minimize the impact without contravening or violating board policy or whatever. But I haven't run into a lot of that. It's not a major problem for me at all.

It may be, as Kasten and Ashbaugh (1991) concluded, that principals with long years of tenure in the same district become so thoroughly socialized into the mainstream of the district that tensions cease between their values and those of the board. Ben would agree with this conclusion. He felt that the personal values of a principal and the district's values cannot conflict on important issues:

> I think your value system is very important. But it needs to be in sync with what the district wants. You can't be a saboteur.

In the case of internal conflicts, principals become uncertain of how to proceed. They are pressured by two or more competing values which simultaneously influence their decisions. Sam gave an illustration of this type of internal conflict affecting Ben:

> He wasn't afraid of admitting he had made a mistake and that he often changed it. You could always tell when he wasn't sure, because he wouldn't say anything. He'd just look at you, and you'd get some sort of comment like, "We-e-e-ll," and then he wouldn't say anything after that. Sometimes the decision would be three, four days coming. . . . And then he'd make a decision. When he made a decision as a principal, we didn't question it.

It appears that when faced with internal conflicts, Ben's basic human values most often influenced his decisions. The decisions he made focused on achieving his vision.

The value system is, according to Beck (1984), fluid and dynamic, not static and set. For example, when Ben described his decision and subsequent action in a conflict situation in a way that reflected respect for authority, all other values did not become extinct. Instead, these values assumed secondary positions. If values were set in stone, then the prime value used—in this case, respect for authority—would dictate all the principal's behavior. The situation would stop at the action-from-policy

stage for the principal. Ben, however, indicated that once the policy had been adhered to, he began to deal with the conflict. Thus, the value structure shifted and adjusted, and other values came into play. Sharing the situation, inviting participation, and seeking new information followed the implementation of the policy. For Ben, the initial value took a less prominent role and became less influential in his subsequent decisions.

The difficulty facing principals appears to be in finding a balance between being true to their own values and serving the values of the organization. The solution appears to be to hold a set of values which honors the values of others. Mutual respect, the second most frequently mentioned value, and cooperation, the sixth most frequently mentioned value, reflect this position. Although social and political-type values such as participation and consequences are sometimes considered lower in a hierarchy of values (Hodgkinson, 1978), these values provide an instrumental advantage in overcoming the "bounded rationality" (Newell & Simon, 1972) of individual decision making. Administrators develop professionally relevant values and useful, procedural knowledge through solving the problems presented in daily challenges.

<u>Question #7</u>: How do administrators bring different values to bear on different types of decisions?

It was previously observed that using Stufflebeam's (1971) two-dimensional typology allows one to sort educational decisions into four distinct categories: policy planning, implementation, operational, and evaluative. The question then arises: How does a principal decide which value to use when making different types of decisions? Stufflebeam stated that

> in any decision-making process, prior consideration must be given to the development of a pattern of resource allocations whereby consumer satisfaction is maximized; only then may issues of efficiency be considered. In other words, what is of value to people must be decided before the matters of process. (p. 232)

In terms of this study, it would appear that the consequences of the decision would determine which value would be most influential.

The values included in the basic human values category are, as the name implies, basic; in other words, they are linked to human needs. As Beck (1984) has stated, these values are not only important in themselves, but they are also important in relation to values in other categories. Many of the principal's comments in the interview indicated a value which displayed a need to treat staff, students, community members, and senior administration in a manner which indicated to them that the principal felt that they were important. This included such values as mutual respect, mutual help, and friendship and support:

> The staff also know that I work hard on their behalf. (Ben)

> Obviously the kids know I care, and that's why I do that, and they're showing that they appreciate it. At least, that's the only way I see it. That doesn't happen to us very often, to have that kind of a show of respect and so on, so it must mean something to the kids. (Ben)

> We've been able to change this school. We've done this all ourselves. And so people around here are never promised an easier assignment, but because we all share in it, there's so much pride in what we do. (Ben)

It is therefore reasonable to expect that so many decisions would make reference to this type of value. Basic human values, being a part of Ben's everyday-living value system, would certainly be part of his decision-making process.

Social and political values were also frequently identified by Ben as being important to him in his decision making during the interview process. These values were social in nature and political in terms of their effect upon the organization. Schools are social organizations and thus comprised of many groups. Values of consensus and consequences have relevance for group settings. In order to reflect

these values, a necessary condition is the sense of community, and the nature of the school satisfies that condition. It is important that the school staff teach, practice, and model socialization skills such as participation, cooperation, sharing, solidarity, and mutual respect. The staff and Ben all referred often to the values of cooperation, sharing, and participation. These three values are interrelated: Participation is necessary in order to cooperate, and sharing is a form of cooperation:

> Well, one of the things I'll do is, I'll say to a kid, "Look at that junk on the floor. Can you help me pick it up?" and they'll do it. . . . But if you use that kind of "Let's help each other" [approach], we help each other. (Ben)

> But they have through modelling, through seeing other colleagues working together, through counsellors going in and working with them with kids. We've done a lot of very successful P.D. work here with our staff on effective team building. (Kim)

It is evident that socially and politically oriented values have an important influence on the decisions affecting school life and thus are dominant in the data.

Campbell-Evans (1988) pointed out that Hodgkinson (1978) discussed consequences and consensus values in social, rational, and reasoning terms. For Hodgkinson, they are "values associated with custom and reason" (p. 145), and "the grounds are social for they depend upon collectivities and collective justification" (p. 112). The importance of consequences and consensus is evident in Ben's attention to the effect of his decisions (consequences) and his preference to have the participation and commitment of the staff (consensus):

> And here introducing to the school the staff have known for a long time that that was part of the plan for the school, and if they couldn't buy that, then this was the wrong place for them to be. And we worked at it, and the staff got excited about it. I've not forced anybody to teach junior high that isn't going to be comfortable with it, but at some point in time when they may have to think about their future here if the junior high program goes, you know what becomes fairly strong. (Ben)

The decisions which emerge from the data exemplify Ben's concern for consequences. It appears that this principal considered the consequences of decision making prior to the action.

The results of this study support Begley's (1988) findings concerning the influence of values on decisions regarding the implementation of programs. He found that values based on consequences and consensus were dominant influences. Begley reported that "the perceptions of most principals about computers seemed grounded predominantly at the level of consequences and consensus. . . . Few principals . . . were motivated by values of preference" (p. 64). Other studies (Campbell-Evans, 1988; Marshall, 1992) reported similar findings.

The third category of values which were frequently referred to were values in the moral category. These values are moral in the sense of transcendence; that is, they are general principles of everyday living. Many of the decisions that a principal makes are based on such principles. One such principle which influenced Ben was the value of caring. So as not to create a situation where students might become anonymous, he instituted a program of teacher-advisors:

> And so I've been determined that I was going to find a way that kids were not going to be forgotten, that there would be one person, at least one person in the school who knew them well, somebody there to fight for them so they don't get lost in the bureaucracy. (Ben)

The transcendent values of a principal would be expected to influence many of his decisions. Moral values, being transcendental in nature, would reflect the principal's philosophy and vision.

The influence of the other two categories of values as developed by Beck (1984) appeared to be fairly minimal for the principal. The category of intermediate-range values was mentioned by the staff as having some small influence upon the principal's decisions. However, the principal did not mention this category at all during his interviews. Although both groupings mentioned some values from the specific-values category, the influence of these values also appeared to be minimal, with the exception of one subcategory—building a vision. This value appeared to have a somewhat major influence upon many of the decisions regarding the focus of the

school. This value appeared to give direction to the school and could be envisioned as part of the sense-of-meaning subcategory value of basic human-type values.

General Research Question

This study and the subsidiary research questions were guided by the following research question: **How do values influence administrative decision making?** This section discusses this question as it relates specifically to those subsidiary questions and to the study in general.

The subsidiary research question formed the basis for the development of the interview questions. The interview questions focused on the three areas included in the general research question: the place of values, the nature of these values, and the influence of these values in an administrator's decision-making process. The interview questions thus acted as a vehicle to solicit the perceptions of staff and a school principal regarding the role of values in the principal's decision making. The participants discussed their perceptions of the types of values, their place in the decision-making process, and their influence over the decisions made by the principal. They described specific decisions regarding the school and the values which they felt influenced these decisions. They also described their feelings about the decisions, the circumstances which may have influenced these values, and their subsequent influence upon the decisions. Participants also discussed the effect that outside factors may have had upon the decisions.

The discussions and comments by the participants all added invaluable insights into answering the general research question as to how values influence administrative decision making. It was obvious that the participants perceived that values did indeed influence the decisions made by the principal. The participants offered many examples of such influences. They also identified the values that they perceived as being most and least influential in the decision-making process. The identification of

specific values enabled the researcher to categorize the values into a typology which could then be compared to the findings of other research.

In summary, based on the data provided by the participants, on the data provided by analysis of the relevant documents, and on the observations of the researcher, the decisions made by the principal regarding Alpha School were greatly influenced by the values of the principal.

Summary

This chapter discussed the findings of the study as guided by the general and subsidiary research questions. A frame of reference has been developed from this discussion that reflected the nature of the values (Table 7) and the place of the values (Table 6) in a principal's decision-making process. For each of the questions, summaries of participant responses as well as appropriate quotations were given. Where relevant, the literature regarding the role of values on decision making was cited and discussed with respect to these findings being supportive of or contrary to the findings of this study. Each section concluded with a comment by the researcher.

CHAPTER 8

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Introduction

This chapter is divided into four sections. The first section provides a summary of the purpose of the study, and the research design and methodology involved in the study. Section two is a summary of the research findings, and section three discusses the conclusions reached as a result of the findings detailed in Chapter 7. In section four, a number of implications arising from the study are listed and discussed. This section concludes with some reflections by the researcher.

Summary

The nature of the study can be described in terms of the purpose of and justification for the study, and the research design and methodology.

Purpose of the Study

The main purpose of this study was to examine staff's and administrators' perceptions concerning the place of values in administrative decision making in an effort to understand the nature of values and their influence on administrative decision making. A secondary purpose of the study was to identify and categorize the types of values employed in order to examine their influence on the decision-making process.

Justification for the Study

The study was justified primarily because of perceived inadequate attention given to the role of values in administrative decision making. Educational leaders are expected to be "good" stewards of the public trust. However, in today's increasingly complex society and with the subsequent complexity of community values, this

becomes a challenging task. The concept of practical moral integrity is at the crux of an educational leader's professional agenda. The effort to understand how educational administrators come to their decisions involved examining the components of decision making and problem solving and the relationship of these components to values. As noted in Chapter 2, the value dimension of administrative decision making is a critical element in educational administration. Thus, this is a meaningful area of study and analysis in educational administration.

A practical aspect for this study was to provide a better understanding of what values influenced the decisions made by principals. It was hoped that this study would generate an awareness of and interest in, as well as further discussion of, ethical thought and practice in the work of school principals.

Research Design and Methodology

This study was qualitative in nature. The research design was in the form of a case study of one school. The study was based on the perceptions of the staff and administration of a school whose experiences during the revitalization and change of direction of the school provided a unique view of the values inherent in the decisions made.

The *naturalistic* method of inquiry as described by Guba and Lincoln (1982) and Lincoln and Guba (1985) formed the basis for the study. The study was also based on the naturalistic paradigm as defined by Owen (1982), who noted that the naturalistic paradigm is based on two key concepts: the naturalistic-ecological hypothesis and the qualitative-phenomenological hypothesis. The first hypothesis "claims that human behavior is so significantly influenced by the context in which it occurs that regularities in those contexts are often more powerful in shaping behavior than difference among individuals present" (p. 5). The second hypothesis states that to understand human behavior, one must understand the framework that the individual

uses to interpret the environment. Owen claimed that the framework "can best be understood through understanding their thoughts, feelings, values, perceptions, and their actions" (p. 5).

The methodology used consisted of two phases: interviewing the staff and principal of a school and analyzing school documents. In phase 1, the staff and the principal were sent the general format of the interview process and the opening question prior to the interview to allow the researcher and the participant to establish a comfortable environment. Following the opening question, an open-ended interview took place. A total of 20 in-depth interviews were conducted. These interviews, recorded on audiotape, were then transcribed and returned to each participant for verification purposes.

Phase 2 involved an analysis of school documents. These documents included the school mission statement, goals, objectives, and evaluation procedures; student conduct expectations; minutes from Board meetings; and other school-specific policies and procedures. This analysis acted as a confirmation or rejection of the value basis of the principal's decisions.

Following this, the interview and observation data, along with the data framed from the analysis of the documents, were subjected to a qualitative-analysis procedure utilizing strategies suggested by other researchers (Bogdan & Biklen, 1992; Lincoln & Guba, 1985; Patton, 1992). These strategies facilitated in identifying and classifying the place, nature, and influence of values in decision making. In addition to identifying the role of values in decision making, several findings, conclusions, and implications were also identified.

Summary of the Findings

Introduction

The findings related to the general and subsidiary research questions are summarized in the following three sections. In the first section the place of values, as categorized by the participants, is reported. In the second section, the nature of values in terms of their relationship to decisions is reported. The last section summarizes the influence that the various categories and subcategories of values had upon decisions made by the principal.

Categorization and Place of Values

The first two subsidiary questions sought to identify, categorize, and indicate the particular area in which the value types would be most influential. Each question, accompanied by a brief summary of the answer to that question, is listed below.

1. How do educational administrators categorize values? The administrators did not specifically identify or categorize values. During their discussions of decisions and the reasons for making these decisions, they implied certain values. These subcategories of values were identified and categorized by the researcher into the typology developed by Beck (1984). The staff identified 36 distinct values which were consolidated into five categories. The principal mentioned 17 distinct values which were categorized into four categories.

2. What relationships do administrators perceive between values and decisions? By using Stufflebeam's (1971) two dimensions of decisions, a typology of four decision units was created. Each type of decision illustrated a corresponding set of values, with a specific type of value relating to a decision type. The following chart outlines the decision type and dominant value category:

policy planning:	basic human
implementation:	intermediate range
operational:	moral
evaluation:	basic human/moral

Figure 9. Value categories and decision types.

Although social and political values were not dominant in any decision type, these values were secondary in three of the categories.

3. What values do administrators use in making professional decisions? The staff identified 36 separate values used in making professional decisions. Of these values, 9 represented each of basic human, social and professional, and moral types of values. The principal identified 17 separate values used in his decision making. Of these, 5 represented basic human, 5 represented social and political, and 4 represented moral-type values. A frequency count of mentioned values was used to indicate the subcategories of values used most often by the principal. The five most frequently mentioned subcategories were sense of meaning, mutual respect, friendship and support, due process, and caring.

4. What importance do administrators attach to different types of values? A frequency tally consisting of four factors was used to determine the importance that administrators placed upon different types of values that influenced their decisions. The four factors were number of references per value, number of individuals making reference to the value, dominant values stressed by both staff and administrator, and values identified as important by all participants. The most frequently mentioned values were of the basic-human type (333) and moral type (268). This would suggest that administrators placed the greatest emphasis upon transcendent values in their decision making.

5. What is the influence of values in administrators' decision-making process as compared to other relevant influences? Analysis of the data indicated that, although factors other than values were considered when making a decision, the strongest influences upon decisions appeared to be the values of the administrator. However, some outside factors, such as factual information, appeared to have a direct influence upon decisions.

6. How do administrators respond to situations in which the district's proposed course of action conflicts with their personal values? The data indicated that when a district policy conflicted with his own personal values, the principal responded initially by following the district policy. He then moved to persuade others to change or amend or make an exception to the district policy in order that it become more compatible with his own personal-value position.

7. How do administrators bring different values to bear on different types of decisions? In terms of this study, it appeared that the consequences of the decision, and the consensus of the group to a lesser extent, was the determining factor as to which value would exert the greatest influence.

Conclusions

The following statements and generalizations summarize the conclusions reached in this study.

1. Administrative decision making revolves around how the problem or concern is perceived and interpreted by the administrator. What the administrators choose to or are able to perceive and how these perceptions are interpreted come under the direct influence of their values. Values influence the perceptions, the interpretation of the perceptions, and the resulting decisions or actions.

2. Studying values as the fundamental basis for administrative decision making is key to understanding the nature of administration. Value considerations are at the core of decision making, and decision making precludes action. Values are the underlying beliefs which form and shape school culture.

3. Factors other than values may influence an administrator's decisions. Principals' perceptions and actions are also moderated by external constraints such as the administrator's relative discretionary power within the organization or the lack of factual information.

4. Values do not necessarily remain constant over time. Values are fluid and interrelated. They may assume a dominant influence in one situation and a secondary influence in another situation. As well, the value bases used for decision making may change as the administrator's knowledge base increases.

5. An understanding of an administrator's guiding values can provide a window from which to observe the forces shaping education. Because principals are both products and proponents of a particular social, moral, economic, and political context, an understanding of their values, decisions, and resultant actions can provide a perspective on the factors affecting education in one society.

6. Current and prospective principals need to be conscious of their personal values and self-reflective about the influence of those values on professional decisions and organizational action. It is necessary for current and potential administrators to develop a self-awareness of their value set and to develop the ability to be reflective in their description of the relevance and legitimacy of these values.

7. Administrators need to be aware of organizational meta-values and the potential threat that they pose to individual personal values. There is a need to provide a perspective of the potential influence that an organization's values can have upon one's personal values in those who will be expected to mediate the conflicts created when an individual's values are incongruent with an organization's policies.

8. The presence or absence of strong values accounted for the principal's discretionary actions and the enthusiasm or foot dragging for the subsequent actions. The stronger the principal's belief in the underlying values influencing the decision, the greater the commitment and enthusiasm to engage in the appropriate actions to achieve the goal.

9. Administrators value the use of persuasion and being open, honest, and fair rather than exercising top-down management. A major aspect of many decisions was the ability to achieve staff consensus. This influenced staff commitment, participation, and solidarity in the resultant activities.

10. Most value conflicts did not challenge the principal's personal values or create tension between organizational policies and personal values. A strong belief in the value of loyalty and a commitment to the organization allowed for greater harmony and acceptance of a mediated middle ground. It did not matter which of the principal's personal values were emphasized, as long as they did not violate the values of the organization.

Implications

The findings and conclusions drawn from this research highlight several implications. These implications are discussed in the following section according to their relevance to practice, selection and training, and research.

Implications for Practice

Knowledge of the place, nature, and influence of values on a principal's decision-making process is still sketchy. Studies such as this and current theoretical writing have increased the acknowledgement and awareness of the importance of the role of values in making decisions. In practice, then, principals need to become aware of their values and how these values affect their decisions and actions. They

also must become aware of the role and influence of values after they have acted. The value component of a principal's decision making therefore must be explored within the context of the school. Thus, it may not matter which values are emphasized, as long as they do not violate the values of the community and the school system. **Therefore, school systems must develop a mechanism which allows for the following:**

1. A more systematic discussion and reflection on educational values and beliefs by principals, senior school-system administrators, and the community must be ongoing.

2. Principals must be able to articulate their values and beliefs clearly to colleagues and the school community.

There are discernible patterns in the ways that administrators' values impinge on their decision-making processes. Principals can be expected to have well-established patterns of perceiving and interpreting and then responding to different organizational situations. To understand why principals differ in their decisions, we need to understand the principal themselves and have principals understand themselves. For principals, retrospective analysis is a mechanism for questioning the assumptions and premises of decisions and the nature of the organization's culture itself. The practice of administration, however, is not conducive to extended reflection. **Therefore, it is necessary to develop a mechanism whereby principals may reflect upon their reflection-in-action and share these reflections with other principals and senior school-system administrators.**

Implications for the Selection and Training of Administrators

Training programs should strive to provide opportunities for aspiring principals to encounter, as realistically as possible, a wide array of transcendent value sets. These would provide a decision-making base to which an administrator might appeal

to guide a decision. Such a training program would enable administrators to consider their idiographic interests, their view of human nature, and their nonorganizational values when confronted with difficult decisions. This program could include such fundamental tenets as Judeo-Christian ethics, Rawl's theory of justice, Kantian ethics, Aristotelian ethics, and Confucianism. The knowledge base of those involved in educational administration should incorporate theories in use. Administrators do use value systems and theories as they manage ethical dilemmas. **Therefore, the professional preparation programs and professional support systems of educational administrators must include theoretical knowledge and practical experiences that help them articulate values and cope with ethical dilemmas.**

Principles and nonmoral values influence the determination of a principal's priorities and actions, as well as the development of effective school leadership. If principals are selected and promoted primarily on their ability to get along rather than on their technical or conceptual skills or their visionary outlook, the schools that they manage may well lack the technology or know-how or vision needed for change, and may then risk stagnation. **Therefore, preparation programs for administrators of schools must include programs which enhance and develop their technical, technological, and conceptual skills.**

Preparation programs for principals are generally focused on technical questions about topics such as finance, personnel administration, and budgets and rarely give any attention to values and beliefs. The field of educational administration still maintains, in professional programs, in the selection, and in the bureaucratic structures, a culture that rewards neutral technical competence and avoids controversy. The result is that principals are neither trained in nor made to reflect on *why* a certain action should be taken, but are more concerned with *how* the action

should be taken. **Therefore, professional preparation programs for principals must (a) recognize and incorporate values and treat conflict and dilemmas as legitimate events, (b) develop and support a reality-based knowledge base and a self-critical professional ethos, and (c) during the selection of new principals, take their value systems into account just as technical skills are now taken into account.**

Implications for Research

Current literature on leadership (Bennis & Nanus, 1985; Fullan, 1988; Patterson, Purky, & Parker, 1986) stressed the desirability of the creative and innovative behaviors of principals and of their humanistic and affiliative concerns. In order to deal with the content and experiences of such concerns, it would be helpful to gain information about how principals cope with ethical and moral dilemmas. This study has provided some groundwork by identifying several values that could be the focus of future study of values in action.

Based on the findings of this study, the following areas are possibilities for more systematic research: (a) a comparative analysis through the documentation and description of the reflections of administrators in different organizations; (b) the development and description of theoretical constructs that allow for the analysis of decision making using value dimensions; (c) an investigation of the relationships among stated values, values as internalized preferences, and values influencing action; and (d) an investigation of the relationship of principals' values to their goals.

Related to the above suggestions for further study involving values and administrators, the following areas require systematic research involving values and the organization: **(a) an investigation of the influence of the district's philosophy**

in shaping the principal's values, and (b) an investigation of how organizational structures impede or assist principals in coping with ethical or value-laden dilemmas.

Reflections

Some final reflections would appear to be apropos to this study. A study such as this has an effect upon several individuals and groups: the staff participants, the principals involved in the pilot and main study, school systems, and the researcher.

The participants in the pilot and in the study were asked to reflect upon the decisions made by the principal and to relate these decisions to the underlying values which influenced the decisions. This reflection-in-action, as Schon (1983) has noted, does not usually occur because of the hectic operations of a school and tends "to remain private and inaccessible to others" (p. 243). A study such as this, involving in-depth interviews, forces the participants to reflect upon the goals or vision of the school, the consequences of the decisions, the values that they perceived as influencing the principal, and the relationship to their own values. An activity such as this makes the participants much more aware of the *why* of decision making and heightens their awareness of their own values and how these values affect decision making.

School-district personnel also benefit from a study such as this. In their constant observation and evaluation of schools, district staff are better able to understand the factors necessary to revitalize a school. To change, or even to focus, a school's direction for the future is a very complex and involved process; a study such as this offers some areas which are prerequisite to and a framework for refocusing a school; and, by association, invoking a success aura upon the district. Hopefully, some of the concepts gained from this study will be of value to other schools in their long- and short-term planning.

The researcher also gained some benefits from this process. First, the researcher had the opportunity to meet and spend time with some of the finest teachers and administrators anywhere and to learn from them. Second, the researcher became very aware of the processes involved in the school-revitalization process. Analyzing the documents and following the historical development of a change in focus of a school was an education in itself. Third, the opportunity to develop, fine-tune, and enhance the multitude of skills related to conducting qualitative research was certainly of great benefit to the researcher. Fourth, the opportunity to gain a deeper understanding of the factors, especially the values, inherent in the decision-making process of principals was of utmost benefit to the researcher. To be able to look beyond the decision, to become aware of the thoughts and feelings and beliefs at the heart of the decision, is a most fascinating and interesting journey; and the researcher is thankful for the opportunity to go on this journey.

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Appendix A

Interview Cover Letter

May 10, 1994

I am currently working on my research dissertation in connection with my doctoral studies. The title of my dissertation is The Nature, Place, and Influence of Values in Principals' Decision Making. This study is designed to consider, through interviews and document analysis, the nature, place, and influence of personal values in decision-making in educational administration. The study will focus on the values component of a principal's decision-making process by identifying and categorizing the types of values employed so that the values and their influence on the process can be examined in specific terms.

The results of this study will be an important first step in understanding the foundation for the empirical study of values in the administration of schools. The study will contribute to a greater understanding of principal decision-making practices.

In order for me to understand the role of values in the decision-making process of a principal, I need your assistance, insights, and experiences of having been involved in a school which has become enormously successful. We will focus on the decisions which "turned the school into a success story."

I will be conducting audio-taped interviews with some members of the administration team and some members of the teaching staff of your school. While the interview format will follow a general outline, they will be unstructured as much as possible so I can try to understand the experience from your perspective.

The information that you share will remain confidential. I will give you a transcript of the interview for information. This will provide you with the opportunity to add, delete, or clarify any comments. Each person who is interviewed will be given a pseudonym to provide anonymity. Much of the data will be group so individuals will not be identifiable from comments. If you agree to be one of the interviewees, I will review this information with you prior to each interview.

If you become uncomfortable being a participant, or with any of the questions during the interview, you may opt out or decline to answer the question. I will not attempt to coerce you to stay as a participant or answer the question.

Due to time constraints I may be hiring a person to assist in transcription of the audio tapes. The person hired would be aware of the need for confidentiality and would be expected to adhere to it. All copies of tapes, transcripts, and computer back-up copies will remain under lock and key to protect your privacy.

I will contact you next week to discuss your participation and to arrange an interview time. If you wish to contact me at any time, I can be reached at 434-0664 (home) or 476-4646 (afternoons).

Yours sincerely,

Donald Chomyc

Appendix B

Interview One Format: Staff

INTERVIEW FORMAT

INTERVIEW ONE

A1

1. Review purpose, overview of interviews, and reminder of ethics.
   a. Purpose b. Overview c. Confidentiality (ethics)

2. Tape recorder
   - permission to use
   - will turn off at any time

3. Orientation to job/organization
   a. Preamble
      i. What led you to become a teacher?
      ii. Who were some of the people who influenced you in your professional life?
      iii. In what ways did they influence you?
      iv. What is important to you about schools?

   b. School focus
      i. What is life like in the school now (general feelings, attitudes, pace, how things get done)?
      ii. What was life in the school like prior to your current principals' arrival?
      iii. Could you offer a story to typify school then and now?

   c. Decisions
      i. Can you give an example of a decision you have been affected by during the past few months you would identify as important?
      ii. What were some of the factors influencing the decision?
      iii. What were some of the choices or alternatives?
      iv. When you make a professional decision, what would be the one factor which most influences this decision?
      v. Do the same factors influence all your decisions? Elaborate.

   d. Closing
      i. Any questions about anything we have covered?
      ii. Any suggestions about any roadblocks?

A hard copy of this interview will be given to you so any correction, clarification, or omissions may be made.

Set data for next interview and thank participant.

Appendix C

Interview One Format: Principal

INTERVIEW FORMAT

INTERVIEW ONE

A2

1. Review purpose, overview of interviews, and reminder of ethics.
   a. Purpose b. Overview c. Confidentiality (ethics)

2. Tape recorder
   - permission to use
   - will turn off at any time

3. Orientation to job/organization
   a. Preamble
      i. What led you to become a principal (administrator)?
      ii. Who were some of the people who influenced you in your professional life?
      iii. In what ways did they influence you?
      iv. What is important to you about schools?

   b. School focus
      i. What is life like in the school now (general feelings, attitudes, pace, how things get done)?
      ii. Could you offer a story to typify school now?

   c. Decisions
      i. Can you give an example of a decision you have made during the past few months you would identify as important?
      ii. What were some of the factors influencing the decision?
      iii. What were some of the choices or alternatives?
      iv. What were some of the factors which placed restrictions upon the decision?
      v. Do you function differently when making personal as opposed to professional decisions? Explain.
      vi. When you make a professional decision, what would be the one factor which most influences this decision?
      vii. Do the same factors influence all your decisions? Elaborate.

   d. Closing
      i. Any questions about anything we have covered?
      ii. Any suggestions about any roadblocks?

A hard copy of this interview will be given to you so any correction, clarification, or omissions may be made.

Set data for next interview and thank participant.

Appendix D

Interview Two Format

INTERVIEW FORMAT

INTERVIEW TWO

1. Preamble
   i. Are there any points you like to clarify from our last interview?
   ii. Are there any thoughts or questions triggered by our first discussion?

2. Decisions
   i. How do you handle a situation where the decision you want to make conflicts with the decision the organization expects you to make?
   ii. What are the major internal and/or external influences on your decision-making?
   iii. As you worked through the situation, what questions, concerns, considerations became important to you? Why?
   iv. What is your level of satisfaction with the decision?
   v. How do you respond to situations in which proposed courses of action conflict with your values?
   vi. When you find yourself in a conflict situation, how do you resolve it?
   vii. Can you think of a time when you experience internal conflict? External conflict?
   viii. Who did you deal with each type of conflict?
   ix. How would you compare these problems to "routine" management problems?

3. Conclusions
   i. How do you handle all the information you encounter?
   ii. What is your vision for the school?
   iii. If we were talking to a person who has just assumed a position of principal in a school which is "changing," what would be your advice to that person relative to decision-making?

4. Wind-down
   i. How has it felt talking about your decisions?
   ii. Any questions about anything we have covered, or anything you wish to add?

A hard copy of the interview will be given to you so that any corrections, classifications, or classifications may be made.

Thank participant and make arrangements for follow-up for last transcript.

Appendix E

Alpha School Mission Statement

ALPHA SCHOOL

MISSION STATEMENT

Alpha School will support students' preparation for the twenty-first century by facilitating their academic, artistic, physical, practical, and personal development.

It will promote learning in an environment that fosters dignity, respect, and success. Response to individual student needs and involvement with the greater community will be key to student learning.

Appendix F

Conceptual Framework

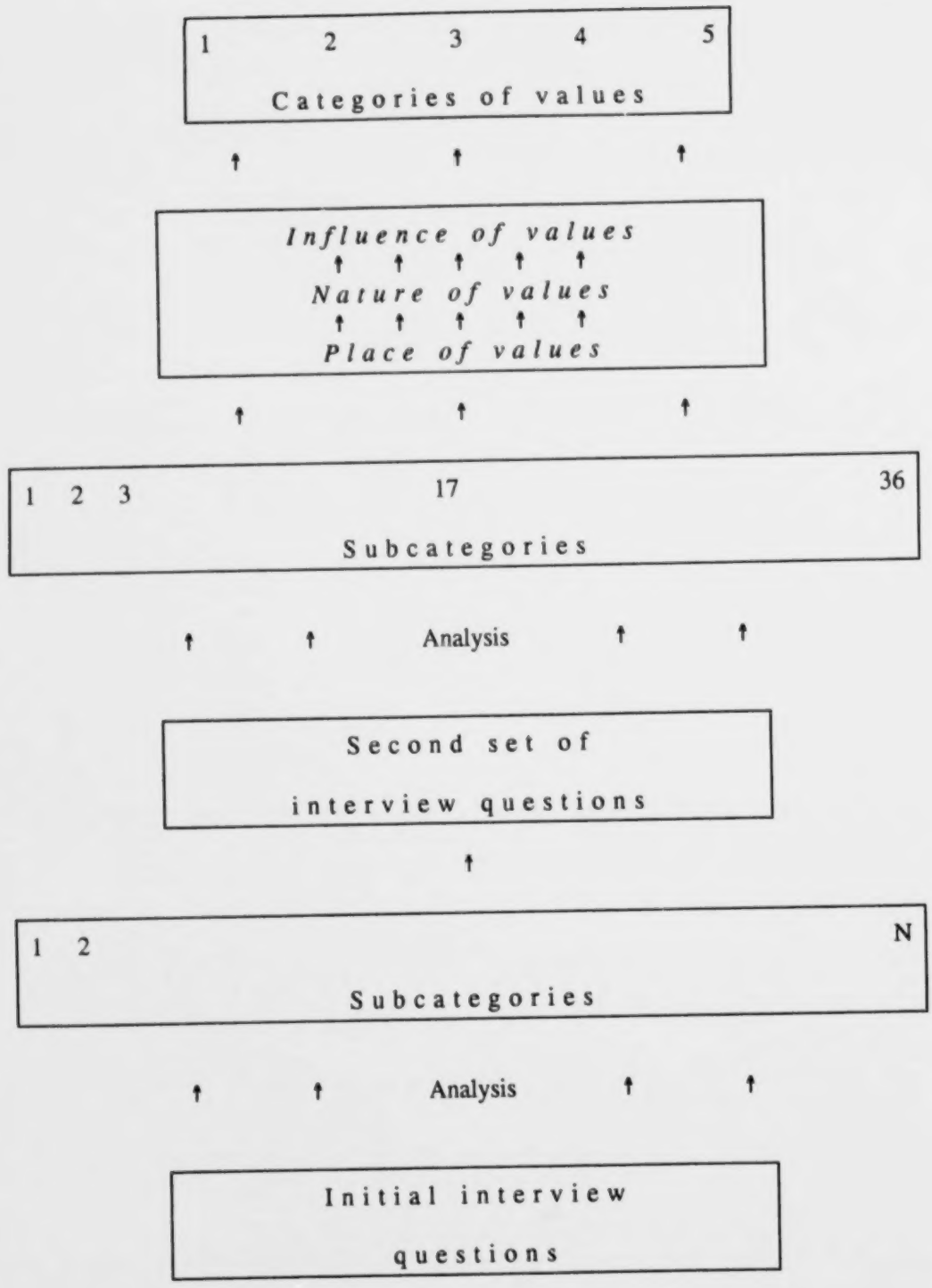

Figure 8. Conceptual framework.